bulletin of

Lake Forest College

1971 · 1972

LAKE FOREST COLLEGE

bulletin for 1971-1972

Volume 51, Number 3. *Published four (4) times a year, in February, May, July, and November by Lake Forest College, Lake Forest, Illinois, and entered as second class matter in the Post Office at Lake Forest, Illinois, April 18, 1825, under an act of August 24, 1912.*

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Mark Hertzberg '72; 17
Thomas H. Livermore '70; 32, 41
Robert Neale '74; 26, 34
Milton Merner; 25, 26, 31, 40, 43, 87, 90
W. Anthony Peters '71; 34
Ronald Pownall '69; 17, 25, 31
Edward West '71; 20
Thomas L. Davies '65; 101, 129
William Yee '70; 19
Paul Lee '72; 117
Bill Hedrich; 11

Reading Room

CONTENTS

page 4 College Calendar

9 The Purpose of the College
10 Lake Forest College, an Introduction
12 History of the College
14 The Academic Community
15 The Campus
19 The Presidents of the College

21 Admission, College Expenses and Financial Aid
21 General Admission
22 Admission by Transfer
23 Financial Aid
26 Expenses

30 The Academic Program
32 Requirements for Graduation
33 Major Study
34 Study Terms Abroad
36 Academic Regulations
38 Honors and Prizes
42 Courses of Instruction

102 Student Life

106 Directories
106 Trustees
108 Faculty
118 Administration
119 Alumni
119 Parents

120 Degrees, Honors, Enrollment
120 Degrees Conferred, 1970
124 Honors and Awards, 1970
128 Summary of Enrollment, 1970-71

126 Index

1971

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
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COLLEGE CALENDAR
1971-72

FALL TERM

September	12-15	*Sunday*	New Student Orientation
	14-15	*Tuesday*	Registration
	16	*Thursday*	Classes begin, 8:30 a.m.
October	25	*Monday*	Mid-term grade reports for freshmen due, 9:00 a.m.
November	25	*Thursday*	Thanksgiving Day holiday
	26	*Friday*	Free day
November	29	*Monday*	Final examinations
December	2	*Thursday*	

WINTER TERM

January	3	*Monday*	Classes begin, 8:30 a.m.
February	7	*Monday*	Mid-term grade reports for freshmen due, 9:00 a.m.
March	13	*Monday*	Free day
	14-17	*Tuesday*	Final examinations

SPRING TERM

March	27	*Monday*	Classes begin, 8:30 a.m.
May	1	*Monday*	Mid-term grade reports for freshmen due, 9:00 a.m.
June	5-8	*Monday*	Final examinations
	10	*Saturday*	Commencement, 11:00 a.m.

SUMMER TERM (Tentative)

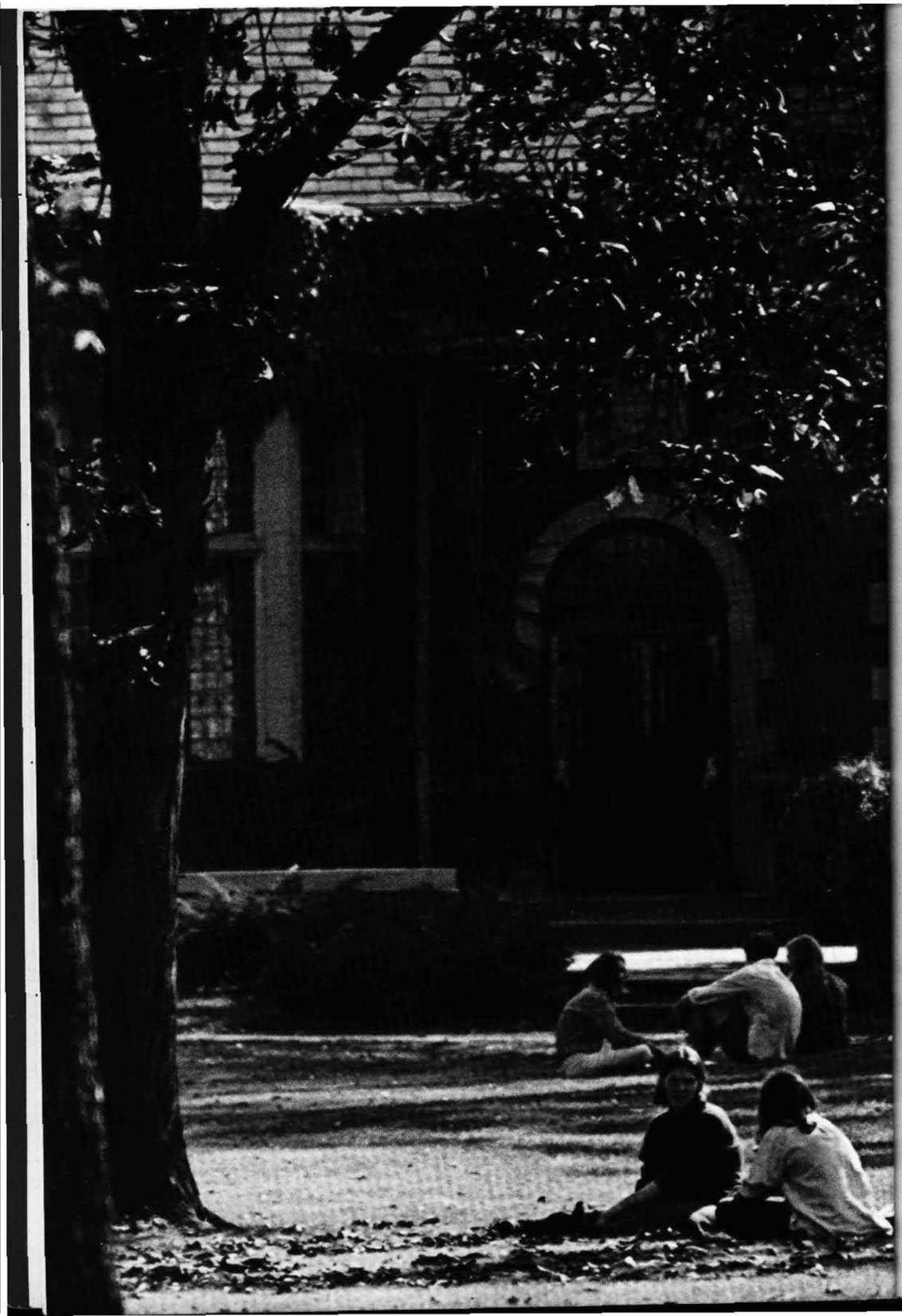
June	19	*Monday*	Registration
	20	*Tuesday*	Classes begin, first course
July	4	*Tuesday*	Independence Day holiday
	14	*Friday*	Final examinations, first course
	17	*Monday*	Classes begin, second course
August	9	*Wednesday*	Final examinations, second course
	10	*Thursday*	*Classes begin, third course*
September	1	*Friday*	Final examinations, third course

CALENDAR OF REPRESENTATIVE EVENTS ON-CAMPUS** 1970-71

September	10-20	Exhibit: Photographic prints by Professor Bailey L. Donnally, Chairman of the LFC Department of Physics
October	20	Exhibition — Original etchings, woodcuts and lithographs by Baskin, Rouault, Daumier, Chagall, Goya, Picasso
	23	Concert: Lake Forest College Black Ensemble
	24	Address: Dr. Edward H. Levi, President of the University of Chicago. Installation of President Eugene Hotchkiss III
	27	Concert: Greek pianist, Nicolas Constantinidis
	28	Law and Society Symposium: "Social Change Activism and Civil Liberties", with Professor Thomas Todd, *Northwestern University Law School*
November	6-7	Garrick Players: "Beyond the Fringe"
	10	Concert: Chicago Symphony Trio, with Pianist Dudley Buchbinder
	18	Lecture: "The Origin of Consciousness" by Julian Jaynes, research psychologist, Princeton University
	19	Lecture: "Relevance in Education" by Dr. Peter Diamandopolous, Dean of Faculty, Brandeis University
	20	Concert: Delft Trio (Alan Heatherington, Arthur Lessing and Richard Boldrey)
	20-21	Garrick Players: "A Scent of Flowers"
	23	Concert: LFC Choir; Pergolesi's "Magnificat"
December	1	Lecture: "1970 — A Step Toward the Future" by Dr. John D. Wenum, LFC Assistant Professor of Government
January	19	Poetry Reading: Kenneth Koch, Poet-in-Residence at LFC
	21	Lecture: "Civil Rights and Liberties Today: Line-Drawing in a Troubled Democratic Society": by Dr. Henry J. Abraham, Professor of Political Science, University of Pennsylvania
February	16	Lecture: "Some Philosophical Images of Man", by *John E. Smith, Yale University professor*
	17	Lecture: "Tibetan Sojourn — Tantric Buddhism and Our Western Outlook," by Dr. Huston Smith, Professor of Philosophy at MIT

February	18	Panel Discussion: "New Trends in Cinema," by Richard Christiansen, editor, Chicago Daily News — *Panorama magazine; Roger Ebert, film critic,* Chicago Sun-Times; and Charles F. M. Flynn, University of Chicago student, president of "Doc Films"
	25	Lecture: "The Effects of Pesticides on Birds and Mammals," by Dr. Charles D. Louch, Professor of Biology, LFC
March	2	Elizabethan Musical Pageant: "The Masque of Winter," presented by the Chicago Masquers
April	8	Lecture: "Meditation and Edgar Cayce Philosophy," by Richard Guransky, Northwestern University
	13	Lecture: "Politics of History," by Dr. Howard Zinn, Professor of Political Science, Boston University
	16	Lecture: "Black Americans and the Courts: New Developments on an Old Problem," by Dr. Twiley W. Barker, Jr., Professor of Political Science, University of Illinois, Circle Campus
	19	Lecture: "Art As Philosophy," by Dr. William A. Earle, *Professor of Philosophy, Northwestern University*
	24	Concert: "The Sorry Muthas," five singer-musicians, thirty-five "instruments," folk tunes, blues, bluegrass and barefoot jazz
	27	"Some Mountains of Asia," by Dr. Jeremy Bernstein, Professor of Physics, Stevens Institute of Technology
May	5	Panel Discussion: "The New Sensibility," with Susan Sontag, contemporary author, literary and film critic, with members of LFC faculty
	6	Concert: Lake Forest College Choir, directed by Dr. H. Lowen Marshall
	7	Film-Lecture: "Blues from the Mississippi Delta," by Dr. William Ferris, Department of English, Jackson State University
	8	Parents Weekend — Circus: Jugglers, unicyclist, magician, acrobats, tightwire act, clowns, and mime; M.C. Rob Mermin '71
	11	"Pop Art and Pop Architecture," by Franz Schulze, LFC Professor of Art (slide illustrated)
	14	Concert: Delft Trio, music of Mozart, Kirchner and Brahms
	14-15	Play: "Winnie the Pooh," adapted by LFC students
	17	Lecture: "The Mentality of the Bourgeoisie: A Philosophical Inquiry," by Dr. Frithjof H. Bergmann, Associate Professor of Philosophy, University of Michigan
June	11	Baccalaureate Service: Address by Reverend Alfred A. Moss '65
	12	Commencement Address: Dr. Albert V. Crewe, *Professor of Physics, The University of Chicago*

**Not listed in this calendar are weekly and biweekly showings of selected films. These films are sponsored by student committees and academic departments.



THE PURPOSE OF THE COLLEGE

Lake Forest College supports the principle that each person is entitled to be liberally educated to the extent of his ability and that a democratic society has an obligation to provide this kind of education through private as well as public schools.

Lake Forest College accepts as its primary purpose the cultivation of the mind in its ability to abstract, to judge, and to reason, so that the student may grow in understanding, insight, and wisdom. This kind of education is intended to create in each student an intense love of learning and a high level of competence in order that self-motivated and self-directed learning will continue throughout life.

The College, founded in the Christian tradition, believes that education in the liberal arts and sciences is, for many, the best preparation for responsible citizenship.

LAKE FOREST COLLEGE, *an introduction*

Lake Forest College which occupies a 107-acre campus is an integral part of the community of Lake Forest, for town and college were founded together over a century ago and have grown together since. Lake Forest is located only thirty miles north of Chicago on the shore of Lake Michigan. Moreover, the city of Milwaukee, only sixty miles north of Lake Forest, offers additional facilities of interest.

The wooded seclusion provides a relatively quiet academic environment, conducive to the serious pursuit of the life of the mind. And the College's proximity to Chicago enables the entire academic community to participate directly in the cultural, intellectual, social and economic life of one of the world's great cities.

By means of the Chicago & North Western Railway's hourly service to the center of the city, or the expressways, a student may reach downtown Chicago within forty minutes. The University of Chicago, Northwestern University, the American Conservatory, and the Art Institute are but a few of the neighboring institutions of higher education. Their libraries, together with the great Chicago Public library and the superb Newberry Library, combine with the Lake Forest College libraries to provide the scholarly materials needed by faculty and students pursuing programs of independent study and research.

Lake Forest College is a community cultural center, offering extracurricular seminars, lectures, concerts, films, art exhibits, and discussions to residents of the community as well as to students and faculty. Recent lecturers sponsored by the College include Barbara Ward, Abraham Heschel, Michael Novak, Rollo May, Susan Sontag, Kurt Vonnegut, and Gwendolyn Brooks.

College conferences in recent years have dealt with such timely topics as race relations in the United States, the generation gap, Latin America, the culture of Scandinavia, modern India, Spain, and Japan.

The Chicago Symphony Orchestra, the Lyric Opera, Ravinia, the Goodman Theatre, and the Art Institute are only a few of the many cultural organizations that make Chicago a great national center for music and art. Lake Forest College students have numerous opportunities to share in this wealth of enjoyment, and a Student Cultural Events Committee provides undergraduates with inexpensive or complimentary tickets, together with low cost transportation to and from the city. In the field of science, students avail themselves of the Museum of Science and Industry, the Museum of Natural History, the Adler Planetarium, the Shedd Aquarium, and the Argonne National Laboratory. In short, Lake Forest College students may engage in almost unlimited educational explorations, on campus and off, among facilities comparing favorably with those of any small liberal arts college in the country.

Freeman Science Library

Donnelley Library

HISTORY OF THE COLLEGE

Early in 1856, a group of "New School" Presbyterians gathered in Chicago's Second Presbyterian Church to discuss the idea of founding an educational institution of excellence in the rapidly growing Northwest. Merchants, bankers, lawyers, railroad men, these pioneers had participated actively in the building of Chicago. Now they looked north of the city for a site on which to build fine homes and educational institutions for their children. According to tradition, several of them one day rode out on the train from Chicago to Waukegan and persuaded the conductor to let them disembark at a particularly wooded area along the way. Strolling down a deer path toward the lake, they came upon an area of bluffs and ravines, whereupon they exclaimed in unison, "This is the spot." Unfortunately, the great Chicago fire of 1871 destroyed many of the early records of Lake Forest College, so that much of what we know of those pioneer times comes from hearsay and recollections.

Sometime in 1856 the group formally organized as the Lake Forest Association and purchased some thirteen hundred acres of wooded land along the lake shore, immediately reserving sixty-two acres as the campus for a future university. On February 13, 1857, the legislature of the State of Illinois granted a charter to the trustees of "Lind University" (the name derived from Mr. Sylvester Lind, one of the founders) and to a supporting community to be called Lake Forest. The charter stipulated that the institution should consist of "schools of every description and grade, together with a college and seminaries or departments devoted to instruction in Theology, Law, Medicine, General or particular Sciences and Literature of the (Liberal) Arts." Although Lind University opened its doors in 1861, the Civil War immediately interfered and ultimately forced it to suspend instruction. Shortly after the war, the name was changed to Lake Forest University, which remained the corporate designation of the College until 1965. In September, 1965, the name was changed to Lake Forest College.

Operating under the university charter, Lake Forest Academy managed to survive the war as a men's preparatory school, to be joined in 1869 by Ferry Hall, a similar school for young ladies (both schools were separated from the College in 1925 and now pursue independent courses). But the College was unable to resume instruction until the fall of 1876, when a class of eight men and four women was admitted. Even at that relatively late date, the College was one of the first coeducational institutions in the United States. By 1878 classes were meeting in the newly constructed College Hall, and Lake Forest College had become a permanent, modern institution of higher education.

Since that time the College has grown and prospered, fulfilling the expectations of its founders. In the decade of the 1890's an ambitious building program greatly expanded the College's physical facilities, while the faculty was strengthened with the initial endowment of the William Bross, Jacob Beidler, and D. K. Pearsons professorships. To mark its Centennial Anniversary celebration, the College in 1957 embarked upon a new program to expand the physical facilities and further strengthen the faculty. In 1962 the Ford Foundation awarded Lake Forest College a challenge grant, enabling the College to achieve many of the objectives of its "Design for the Second Century." A new library, a modern science center, extensive new dormitory facilities, additions to the Commons, and other improvements help the College keep pace with the demanding requirements of modern higher education. An overseas program now operates Lake Forest College terms in Madrid, Dijon, Florence, West Berlin, and Athens, staffed *by distinguished local faculty members.*

Lake Forest College continues its historic affiliation with the Presbyterian Church, maintaining an active membership in the Presbyterian College Union and a working relationship with the Board of Christian Education of the United Presbyterian Church in the United States of America. On the other hand, the College is not sectarian in its teaching and it welcomes a variety of philosophical and religious points of view. Courses in religion are offered as part of the curriculum. A Religious Activities Federation includes the United Campus Christian Fellowship, the Canterbury Club, the Roman Catholic Guild, the Jewish Activities Group, the Christian Science Club, the Lutheran Students Association and all other religious organizations on campus. It plans religious events of interest and concern to the entire academic community.

THE ACADEMIC COMMUNITY

Lake Forest College is fully accredited by the North Central Association of Colleges and Secondary Schools. It holds membership in the leading educational associations and provides basic preparation for all graduate and professional schools. The Lake Forest chapter of Phi Beta Kappa is Theta of Illinois.

An early account of the College's founding notes that "Professors, and very excellent ones, were lured by good salaries and the hope of founding a new institution of learning in the prosperous West." Lake Forest has always believed that the quality of a college is measured by the strength of its faculty. The American Association of University Professors ranks Lake Forest in salary schedules at the top of the universities and colleges in the nation. Bricks and mortar, books and classrooms, equipment and endowment are important to a college only insofar as they contribute to the meaning of the relationship which develops between the student and the teacher. At Lake Forest the lecture, the discussion, the seminar, the colloquium, the tutorial, and the independent study project are all used in the teaching program. Because the discussion method and thoughtful criticism of student papers and research take much time and effort, the College grants its faculty a relatively light teaching load. Since the College has no graduate schools, students are never taught by graduate assistants or graduate fellows. The faculty is youthful, dynamic, and deeply committed to offering the best teaching that is within them. An informal, yet demanding, association exists between the student and his professor.

Undergraduates at Lake Forest fall into no distinct type or category. The College seeks a diverse student body (numbering 1,250 students) and cherishes its tradition of bringing together from all sections of the United States a democratic community of students and scholars. Of last year's freshman class, thirty percent came from the North Central states and seventy percent from the rest of the United States and other nations. In an ordinary year more than forty states and twenty-two foreign countries are represented in the student body. Usually, some sixty-five percent of each year's freshmen are graduates of public schools, while thirty-five percent enter from independent schools. But the diversity of the College community is more than the geographic and previous educational background of its students.

An undergraduate at Lake Forest is accepted for what he is, not for who he is. Students from the entire socio-economic spectrum of American society are members of the College and all have an equal opportunity to enjoy the richness of the educational program.

Both in the classroom and out of it, Lake Forest students are encouraged to express ideas openly and to share a wide variety of opinion. The various campus organizations find strength in the diverse backgrounds and experiences of their membership. In the relations of undergraduates with each other and their faculty, the College tries to encourage a degree of responsible democracy greater than that found in American society generally.

About one-third of the students hold jobs during their college years, and nearly all are employed during vacations. It is the expressed desire of the College that no qualified student should be denied the opportunity of a Lake Forest education because of lack of funds.

THE CAMPUS

Divided by ravines into three areas, plus athletic fields, the Lake Forest campus extends along Sheridan Road in Lake Forest, a few blocks west of Lake Michigan and east of the town center. North Campus includes Durand Institute, a classroom building, and several residence halls. Middle Campus contains the College libraries, the administrative buildings, and most of the instructional facilities. South Campus is chiefly residential, although it includes the new Sports-Health Center, and later a new fine-arts center. College athletic fields are either on the South Campus or adjacent to it.

The combined book value of the Lake Forest College plant and endowment is approximately $22,495,080.

DONNELLEY LIBRARY. Opened in 1964, this modern glass and brick structure is a striking addition to Middle Campus. It contains the College's main collection of books and periodicals (approximately 110,000 bound volumes). Government documents, for which Lake Forest College is an authorized depository, are maintained here, as is an extensive and growing collection of materials in microfilm. In anticipation of future acquisitions, the Donnelley Library has a total capacity of 250,000 volumes and will accommodate some 600 readers. About eighty percent of the reader space is devoted to individual carrels and seating, and a night study is maintained for student use after regular library hours. The two upper levels are used exclusively for library facilities, while the lower level contains offices and classrooms for the Departments of Economics, Government, and History. Ultimately, the entire building will be used for library purposes.

Through the years the College has received several valuable collections of fine books. The Leverton Collection of Drama, the gift of Mr. Garrett Leverton, former member of the faculty, contains 3,300 volumes in the fields of drama and the theatre, including a number of first editions and typescripts. The Alfred E. Hamill Library includes 6,300 volumes of Mr. Hamill's personal collection of fine editions and unusual bindings of fine arts and English literature. A collection of Scottish literature, given by R. Douglas Stuart, includes about 4,000 volumes. A number of rare and unusual books are contained in the library's Treasure Room.

FREEMAN LIBRARY. A special library for books and journals in the natural sciences and mathematics was opened in 1962. Part of the Ernest A. Johnson Memorial Science Center, the library is the gift of Mrs. Freeman in memory of her husband, Dr. Thomas Oscar Freeman. Designed by Perkins & Will, the Freeman Library is a graceful and unusual circular building of glass, steel, and wood.

ARTHUR SOMERVILLE REID HALL. Until 1965, this building was the main College library. It has been converted into offices and classrooms for the Departments of Philosophy, Religion, and Education. A gift from Mrs. Simon Reid, member of a pioneer Lake Forest family, the building is a free adaptation of English university architecture.

LILY REID HOLT MEMORIAL CHAPEL. Connected to Reid by a cloister, the Chapel is distinguished by its graceful tower and large Gothic vaulted hall. With its companion building, it was constructed in 1899. Holt Chapel is used for religious services of small groups and other meetings.

DURAND INSTITUTE. Perhaps the most distinctive building on campus is Durand Institute, constructed in 1891 as an art institute for the College and the North Shore area. A gift of Mr. Henry Clay Durand, the building is an excellent example of Romanesque revival architecture, done in Lake Superior brownstone. The impressive doorway was designed by a co-worker of Louis Sullivan, and the entire building clearly reflects the influence of another great American architect, Henry Hobson Richardson. The Institute today houses the Department of English and the Garrick Players, the College theatre group.

COLLEGE HALL. Built in 1878 as a gift from the Charles B. Farwell family, College Hall is today the oldest building on the Lake Forest campus. An imposing gray brick structure, it has served the College in many uses over the years. Today it is primarily a classroom building.

NORTH HALL. Similar in design and structure to College Hall, North Hall today houses most of the College's administrative facilities, including the Office of the President. Constructed in 1880, it was also a gift of the Farwell family.

ERNEST A. JOHNSON MEMORIAL SCIENCE CENTER. Named for the ninth president of Lake Forest College, this imposing collection of three connected buildings was completed in 1962. The Center consists of a laboratory and lecture building, a classroom building, and the Freeman Science Library. It houses the Departments of Biology, Chemistry, Physics, and Psychology, and is equipped with the most modern laboratory and research facilities, including a complete science shop and special areas for radioactive studies, hydrogenation, and optical research. The Center also houses the Robert R. McCormick Auditorium, seating two hundred persons and used for academic and public lectures and films.

FIELD RESEARCH AREAS. The College maintains two field research areas for teaching and research in ecological studies. A fifteen acre site in West Lake Forest is the gift of Mr. James R. Getz, a trustee of the College. Nine acres on the Des Plaines River are held by the College on long-term lease from Nature Conservancy.

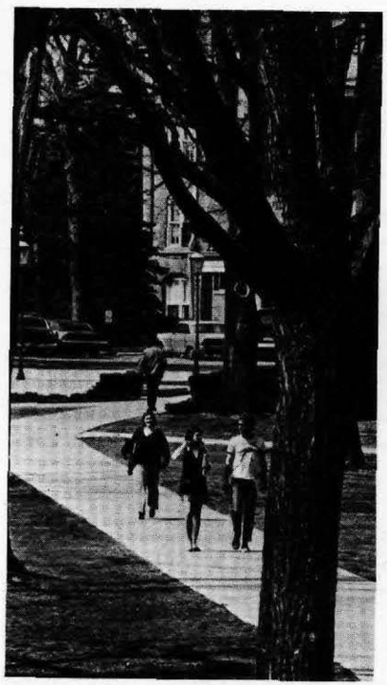
DURAND COMMONS. The older part of Durand Commons was built in 1907 and named for Calvin Durand. A copy of an English university commons, the building houses student lounges, a coffee shop, a faculty lounge and the College bookstore. A modern addition to the building, completed in 1962, furnishes dining facilities for all students, as well as meeting rooms, bowling alleys, and other recreational facilities.

PATTERSON LODGE. Built in 1879 as the President's House, Patterson Lodge today serves as the College Admissions Office.

HOLT HOUSE. One of the historic landmarks of the Lake Forest community, a Victorian mansion over 100 years old, was acquired in 1965 by the College. The square, white house with its flat roof capped by a "widow's walk," and its high-ceilinged, spacious rooms and fireplaces, is currently being used as a residence.

BARNES HOUSE. Barnes House, across Sheridan Road from the Middle Campus was recently acquired by the College, adding seven acres of land and an attractive large brick dwelling to the campus.

CARNEGIE HALL. Originally constructed in 1907 as the College's science building, this red brick structure is now used as a foreign language center. The College maintains here a modern language laboratory and complete facilities for the teaching of French, German, Latin, Russian, and Spanish languages.



ALUMNI MEMORIAL FIELD HOUSE. Alumni and friends of the College contributed the funds for the construction of the Field House in 1950. It stands as a memorial to graduates of Lake Forest College who died in the military service of their country. The Field House was converted into an indoor ice rink in 1969.

SPORTS-HEALTH CENTER. A new gymnasium was constructed next to the Alumni Memorial Field House, now converted to an indoor hockey rink, as part of the planned sports-health center. Designed by Edward D. Dart of the Chicago firm, Loebl, Schlossman, Bennett & Dart, the gymnasium contains basketball, handball, and squash courts, a swimming pool, locker facilities for both men and women, athletic staff offices, and health service facilities. In addition to the field house and the new gymnasium, the sports center includes four new tennis courts and a new playing field for use as a baseball diamond, soccer field and practice area.

LOIS DURAND HALL. A women's residence hall on North Campus, this building was constructed in 1898 to honor the mother of Mr. Henry Clay Durand. With Gothic features and Renaissance architectural details, it has been described as "a quaint irregularity." Certainly, it is a stately and charming residence building.

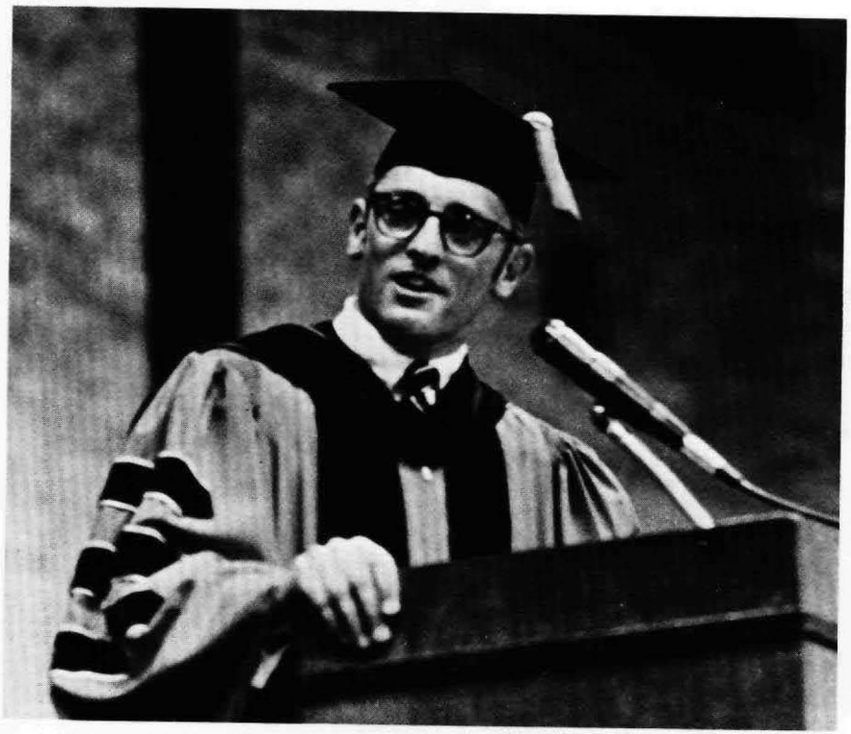
MOORE HALL. A women's residence hall on South Campus, this building was constructed in 1892. Originally named East House, the hall was renamed in 1963 in honor of Dr. Herbert McComb Moore, past president (1920-42). The masonry-bearing wood frame building has been completely remodeled in the interior.

BLACKSTONE AND HARLAN HALLS. Now used primarily as freshman men's residence halls, these two buildings add a "collegiate Gothic" flavor to Middle Campus. They were constructed in 1907 and enlarged in 1946 and 1962.

BRADLEY LODGE. A men's residence on North Campus, this English provincial structure was built in 1927 as the nurses' home for the old Lake Forest Hospital.

NEW DORMITORIES. Deerpath Hall on North Campus is a modern residence hall for freshman women. Four new residence halls on South Campus, Gregory, Nollen, McClure and Roberts, each consist of two wings, housing sixty students per wing.

FACULTY HOUSING. Many of the faculty make their homes on the campus. The President's house, built in 1961, is the scene of numerous receptions and meetings for students, faculty, alumni, and parents.

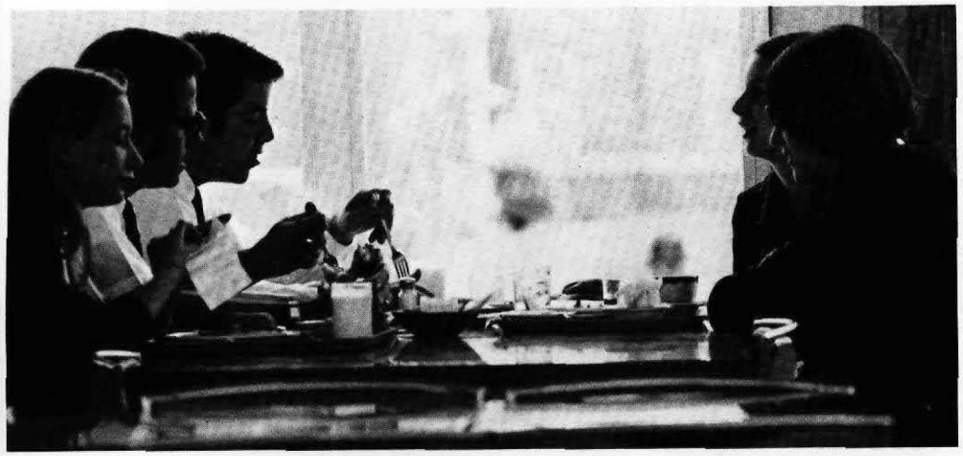


President Eugene Hotchkiss III.

THE PRESIDENTS OF LAKE FOREST COLLEGE

Robert W. Patterson	1875-1877
Daniel S. Gregory	1878-1886
William C. Roberts	1886-1892
John Merle Coulter	1893-1896
James G. K. McClure	1897-1901
Richard Davenport Harlan	1901-1906
John Scholte Nollen	1907-1917
Herbert McComb Moore	1920-1942
Ernest A. Johnson	1942-1959
William Graham Cole	1960-1969
Eugene Hotchkiss III	1970-

Gordon E. White, Assoc. Director of Admissions and Director of Financial Aid



Francis B. Gummere, Jr., Director Admissions

Esther DeMerritt, Asst. Director Admissions

ADMISSION, COLLEGE EXPENSES AND FINANCIAL AID

GENERAL ADMISSION POLICY

The decision by Lake Forest College to limit enrollment to 1,250 students during the next decade has led to an increasingly selective admissions policy. Lake Forest made the decision to remain small with the full knowledge that both the numbers and percentage of students going to college are rapidly increasing; but it is the philosophy of the College that for some students, a small and informal college can best serve as an introduction to the world of ideas. In its selection process, therefore, the College is primarily concerned with choosing students with aptitude, wide-ranging intellectual curiosity, proven academic achievement, and high qualities of character and personality. Lake Forest unequivocally selects its students without regard to racial background, religious affiliation, national origin, or financial position. And this policy is vividly manifested by the diverse nature of the student community — a diversity so necessary to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing to the Director of Admissions, Lake Forest College, Lake Forest, Illinois 60045. Each candidate will be advised of the procedure to be followed.

Students are urged to begin the application procedure early in their senior year. Lake Forest does not have a formal closing deadline for applications but admissions decisions are rendered in late March. Consequently, candidates applying after March 1 will be considered only if openings exist. Students who intend to request financial assistance should submit their application by February 1 of their senior year.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. But, it is recommended that candidates present four years of English, at least three years of mathematics, three years of one foreign language, and one or two years of work in history and the natural sciences. All applicants are encouraged to take as much accelerated course work as possible including formal Advanced Placement offerings.

College Board Examinations

All candidates are required to present the results of the Scholastic Aptitude Tests (S.A.T.) and of three Achievement Tests (one of which must be the English Composition Test). These tests are administered by the College Entrance Examination Board and are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board to have the test results forwarded to the College.

The Scholastic Aptitude Test should be taken during the senior year, in November, December or January. Achievement tests may be taken in the junior or senior year.

Personal Interview

Although an interview is not required, the College welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance will assure visitors of a more leisurely and informative visit. The Admissions Office is open for interviews and tours from 9:00 a.m. to 4:30 p.m., Monday through Friday and on Saturday during the academic year from 9:00 to 11:30 a.m. Normally, interviews are not scheduled during the period, February 15 to April 1.

Early Decision

The purpose of the Early Decision Program is to reduce, for the well qualified candidate, the number of applications for admission at other colleges. Students who have firmly decided that Lake Forest is the college they most want to attend may request, with their school's approval, an early evaluation of their credentials. Candidates requesting an early decision from Lake Forest *are permitted* to apply to other colleges. But implicit in a request for an early decision is the commitment that upon admission an applicant will attend Lake Forest College. Requests for early decisions will be honored until January 15.

The Committee on Admissions will review the credentials of applicants requesting an early decision as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks from completion of their application.

Early Decision candidates who will require financial assistance should make certain that the Parents' Confidential Statement is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Admission by Transfer

Students enrolled at other colleges desiring admission to Lake Forest and graduates of accredited junior colleges are eligible to apply for admission. Generally, a transfer applicant should have compiled an overall college average of at least *C* or its equivalent and be eligible to return to his previous institution. If a candidate is not eligible to return to his former college or university, at least six months must have elapsed before consideration can be given.

Graduates of accredited junior colleges, if admitted to Lake Forest, will be given junior standing provided that academic credit totaling at least sixty semester hours or the equivalent of *C* work, exclusive of physical education, was achieved for the junior college diploma (no work of *D* quality is accepted in transfer).

Although a few transfer candidates are admitted at the beginning of the winter and spring terms, most students are expected to start at Lake Forest in September. Transfer applications should be filed not later than July 1 for fall entrance. The junior and senior years (the last eighteen courses) must be taken at Lake Forest College.

All candidates for admission with advanced standing (or those who have been enrolled in another college) are required to submit the following credentials:

1) *Personal Application for Admission* (Part I)
2) *Secondary School Report* (Part II)
3) *Transfer Application for Admission* (available at the Admissions Office)
4) The results of the Scholastic Aptitude Test sent by the College Entrance Examination Board. This test need not be repeated if it was taken in secondary school.
5) Transcripts of all college work through the most recent term.
6) A letter of recommendation from the academic dean of the most recent college.

FINANCIAL AID

Financial Aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own and their families' reasonable efforts. Lake Forest is committed to the philosophy that no student, who is otherwise qualified, should be prevented from attending because of financial limitations. To ensure such a policy, the College has increased substantially its financial aid budget.

An application for financial aid does *not* hinder a student's application for admission: indeed, the two applications are considered separately. But a student is notified of the result of both his application for admission and for financial aid at the same time.

Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and if he maintains an academic record commensurate with his ability, his financial aid award will be renewed each year. The amount will always be based on need.

Lake Forest participates in the College Scholarship Service (CSS) of the College Entrance Examination Board and in the Midwest College Compact on Financial Aid. Both organizations are supported by many leading, independent colleges and adhere strictly to a professional code of common financial aid principles and practices.

Entering students seeking financial assistance are required to file a copy of the *Parents' Confidential Statement* (PCS) form with the College Schol-

arship Service Office in their region. The PCS is the only form required for financial aid consideration and is available at most secondary school guidance offices. Parents are strongly urged to file the PCS with the College Scholarship Service in the fall or early winter of the student's senior year because the form is very detailed and often requires further clarification. The required application forms should be submitted by February 1 — candidates applying after this date will receive financial aid only if funds are still available. Applicants should read carefully the brochure entitled *Financial Aid at Lake Forest College* which will be sent to them by the Admissions Office.

Computation of Financial Need

In computing a student's financial need, the College, using the procedures of the College Scholarship Service, calculates from the *Parents' Confidential Statement* the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on the following sources of funds:

1. Expectation from parents: The College assumes that each family will provide the maximum amount possible from income, savings, and other assets. In addition to the family income and assets, the College takes into account the number of dependents, educational and medical expenses, certain types of debts, and any unusual situations which might exist.

2. Expectations from the applicant: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need, therefore, summer earnings available to be applied toward college expenses are normally assumed to be $400 for men and $300 for women prior to the freshman year with an increase in both cases of $100 each subsequent year.

3. Outside funds: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice — National Merit Scholarships, National Presbyterian College Scholarships, various state scholarships (e.g. Connecticut, Illinois, New Jersey, Pennsylvania, and Rhode Island), and other scholarships offered by local foundations, clubs, or business organizations.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1971-1972 academic year, the Board of Trustees authorized a total of $508,000 to be awarded in the form of gift dollars.

Educational Opportunity Grants

The College is a participant in the Educational Opportunity Grant program under the Higher Education Act of 1965. Basically this program provides for financial support of deserving but very impoverished students. Details may be obtained from the Financial Aid Office of the College.

Loans

Long-term loans are an important financial resource available to students who need help and who are willing to pay for part of their education

with their future earnings. Loans are normally used to provide supplementary assistance to men and women receiving gift dollars but are occasionally awarded to students with genuine need where gift funds are not available. If a student's summer or academic year earnings are in excess of the amount expected by the College, the student may choose to decline all or part of the loan (or campus employment) offered.

National Defense Student Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate and graduate students. These funds are allotted to institutions of higher education which in turn award them to students. The repayment period of National Defense Student Loans begins nine months after the student completes his full-time course work and extends over a ten-year period. Interest at 4% per year begins to accrue at the beginning of the repayment period. During periods of military service or service in the Peace Corps (up to a total of three years) and during full-time graduate work, no interest is charged and no repayment is required.

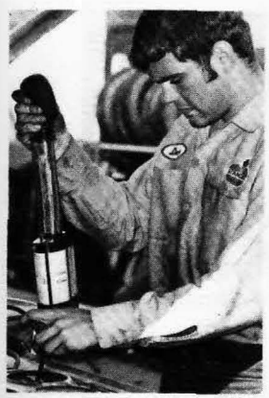
State Loan Programs

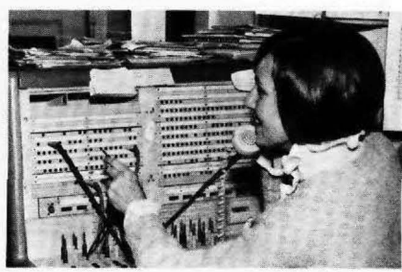
The College will assist students in securing loans through their local banks under the terms of the Guaranteed Insured Loan Program as established by the Higher Education Act of 1965.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $100 to $450. The majority of student jobs are in the dining hall, library, and various administrative offices. Work schedules are such that they do not interfere with a student's academic program. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, etc.



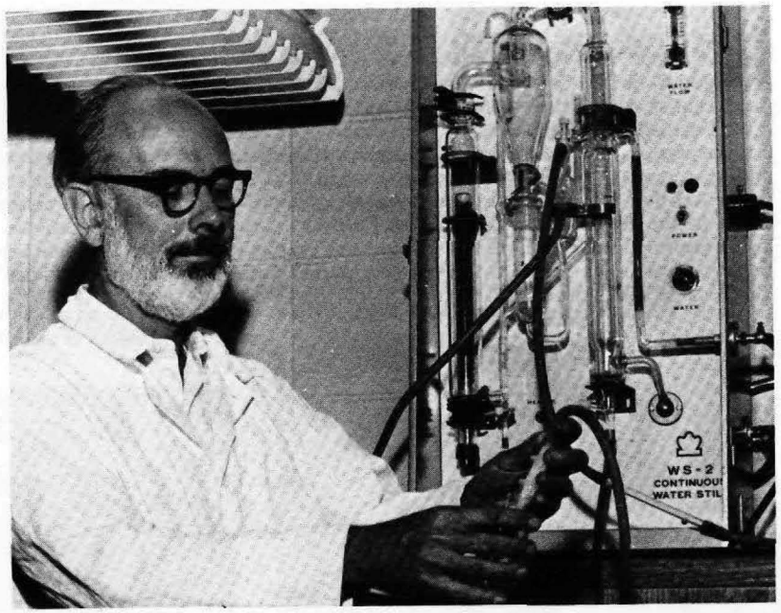


ANNUAL COLLEGE EXPENSES

Tuition — Three courses per term	$2,750.00
Room	550.00
There is an added charge of $2.50 per day if the student occupies a room during the Christmas holiday. (Permission required.) There is no charge for spring vacation	
Board — Required of all resident students	525.00
Health Insurance — Mandatory for resident students and varsity athletes; optional for non-residents. Rate shown is 1970-1971 rate and is subject to insurer's rating	50.00
Student Activity Fee — Rate is established by student governing organization	45.00
Total	$3,920.00

Part-Time Students	
One course	$ 350.00
Two courses	650.00
Auditing Students	
Per course (when the student is not full-time)	100.00

The College reserves the right to change charges as the occasion demands.



SCHEDULE OF PAYMENTS

	Resident (Note)	Non-Resident (Note)
Entering Fall Term		
On or before May 10, 1971	$ 100.00	—
By September 10, 1971	1,640.00	$ 965.00
By December 28, 1971	1,090.00	915.00
By March 15, 1972	1,090.00	915.00
Total	$3,920.00	$2,795.00
Entering Winter Term		
By November 28, 1971	$ 100.00	$ 100.00
By December 28, 1971	1,425.00	850.00
By March 15, 1972	1,090.00	915.00
Total	$2,615.00	$1,865.00
Entering Spring Term		
By February 15, 1972	$ 100.00	$ 100.00
By March 15, 1972	1,210.00	835.00
Total	$1,310.00	$ 935.00

NOTE: Amounts included, where applicable, for health insurance, are *estimated.* Billing statements will reflect rate established by insuror. Health insurance is mandatory for resident students and varsity athletes; available at cost to non-resident students.

The Board of Trustees has specified that *all* tuition and fees are due on the dates indicated above. Any other arrangements must be made *prior* to such dates. *No student will be permitted to enter a dormitory or class unless the account is cleared.* Past due accounts are subject to charges of ½ of 1% per month on the unpaid balance.

Two basic payment procedures are used:

One ..... Full payment by the dates shown above.

Two ..... Payments monthly by use of Education Funds, Inc. or Insured Tuition Plan, Inc. If you do not have descriptive literature on these plans, please write to the Business Office.

Lake Forest College has some student loan funds available — students interested in loans should see or write the Director of Financial Aid at least sixty (60) days before needing the funds.

Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Special Charges

APPLICATION FEE (to be paid only once) ..... $ 15.00

EXTRA COURSE FOR CREDIT 250.00

LATE REGISTRATION 5.00
For failure to register or complete registration on the designated days.

CHANGE IN REGISTRATION 3.00
For each change in registration made after classes begin.

SPECIAL EXAMINATIONS 7.50
For each condition or special final examination unless excused.

EXAMINATION FOR CREDIT 250.00

MUSIC — Voice, Violin, Piano or Organ
Private Instruction

One half-hour lesson a week 30 lessons per year for additional credit 250.00
Without credit for full-time student 125.00

One half-hour lesson per week for students taking only private instruction, credit or non-credit
30 lessons per year 300.00

Choir for credit as extra course ..... six terms 250.00

Practice Room
Organ — One hour per day ..... per term 17.00

PARKING PERMIT ..... Residents 30.00
Non-Residents 20.00

Withdrawals and Refunds

The educational services and activities of the College are planned on the basis of anticipated income for the academic year. It is assumed that students who enroll will remain throughout the current term. In cases where students find it necessary to withdraw from the College during a term, only a portion of the tuition charges can be refunded.

Non-attendance at classes or moving from the dormitory does not constitute withdrawal and the last date of class attendance is not the termination date used in adjusting charges. Official withdrawal, which determines the termination date used in assessing charges, is dated from the time the proper withdrawal form is signed in the Office of the Dean of Students.

Refunds for tuition, when a student withdraws from the College, are computed on the basis of a charge of 20% per week, or any portion thereof, with a minimum charge of $250.00. The first week begins on the day the College is open for classes. Partial refunds on the health insurance premium are made.

Rooms are rented on a yearly basis only and no refunds are made. The application fee and admission deposits paid by new students are not refundable.

Student health service, activity, room, and board privileges are valid only as long as a student is enrolled in the College.

Students who are degree candidates are expected to register for a full program of courses unless approval is obtained in advance for a reduced load.

Tuition refunds will not be made to students who register for a full course load and reduce their loads after classes begin.

These provisions apply to all students, whatever may be the reason for withdrawal or dismissal.

THE ACADEMIC PROGRAM

The Lake Forest curriculum offers students a broad and rich acquaintance with various dimensions of the world, as well as intensive investigation of subjects of special interest. Its aim is to increase and deepen the student's appreciation of world culture, so his own specialized knowledge and skill may be set in its most meaningful context. Fortified by this background of understanding, he should attain distinctive competence in one field.

Lake Forest grants only the Bachelor of Arts degree.

Learning is not restricted to the classroom. Lectures, forums, concerts, exhibits, plays and films contribute significantly to the enrichment of the student's experience. Chicago offers educational possibilities of many sorts, and there are numerous cultural events on campus very year.

The Faculty As Teachers and Advisers

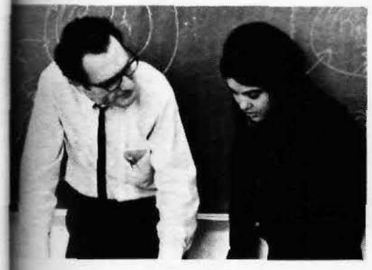
Lake Forest emphasizes superior teaching, to liberate the student from indifference, from restricted outlooks, and from dependence on the initiative and authority of others. Recognizing that the student has primary responsibility for his own education, the College seeks to quicken his awareness, help him master the means of inquiry and understanding, and foster his intellectual maturity. Many methods of instruction are used — lectures, discussions, seminars, critical reading and projects of independent study.

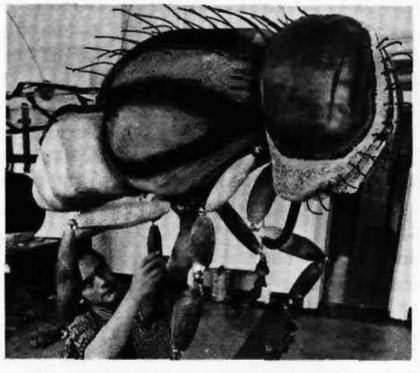
A glance at the faculty roster will indicate that its members are well educated. They are encouraged and expected to engage in scholarly work, and do so, but first emphasis is on their teaching function. Since every faculty member teaches some courses at the introductory level, instruction by the most experienced teachers is available to students of all levels — not reserved for the most advanced majors. Opportunities for conferences with instructors and for informal discussion outside the classroom offer additional possibilities for learning.

Academic Advisement

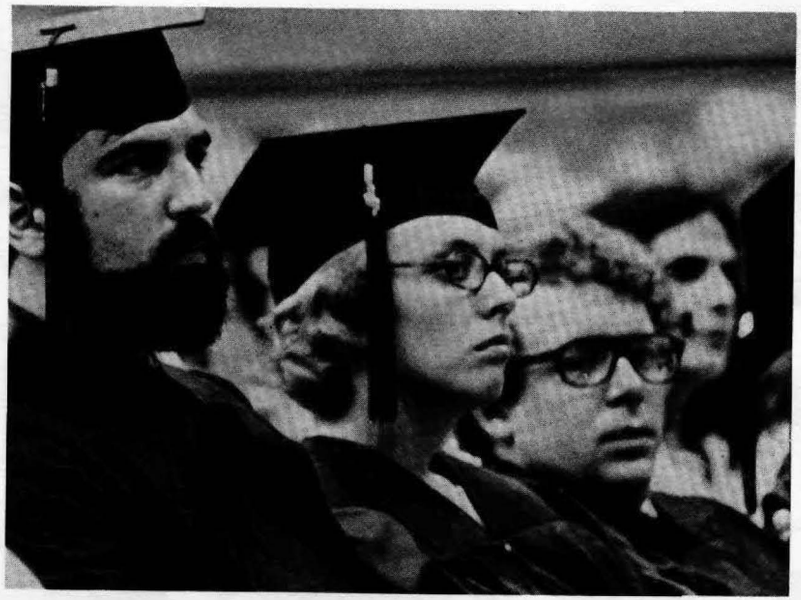
Every student plans his program of study with the assistance of a faculty adviser. While the decisions are his own, the adviser helps him to arrange his program to his best advantage.

During the summer prior to the freshman year, the student's academic program for the fall is developed from carefully detailed information sent from the College.





When he arrives on the campus, each student is assigned a faculty adviser. During the year the student may select a different adviser from among the available members of the teaching faculty. Toward the end of his freshman year he is asked to make at least a tentative selection of an academic major. This choice is not binding since the general academic program has considerable flexibility, but a change of major after the beginning of the junior year may require additional time to meet all of the requirements of the new major. When a student selects a major, he will choose an adviser from among the teaching faculty of his major department.



REQUIREMENTS FOR GRADUATION

A student's course work may be divided into three parts; a series of general education requirements intended to give breadth to his educational experience, a program of major study within one department or in two or more related fields, and a number of free electives.

To qualify for graduation a student must:

- show competence in a foreign language;
- complete satisfactorily the divisional requirements stated below;
- complete satisfactorily nine or more courses, up to a maximum of thirteen, (or fourteen if one is independent study or senior thesis) in his major field;
- complete the last eighteen courses at Lake Forest; and
- meet the physical education requirement.

General Education Requirements

The departmental curricula are divided into three divisions designated Divisions I, II, III. Division I includes the following: English, Fine Arts (Art History, Music, Dramatic Art), Foreign Languages (French, German, Greek, Italian, Latin, Russian, Spanish), History, Philosophy, and Religion. Division II includes Economics, Politics, Psychology, Sociology and Anthropology. Division III includes Biology, Chemistry, Mathematics, and Physics. Students are required to take four courses in Division I, which may be chosen from any course offered in the departments in this Division except those in beginning and intermediate foreign language; three courses in Division II; and three courses in Division III, except for Mathematics 11 and the elementary course in statistics, Mathematics 15.

A student may elect all three of his Division III courses in one department or he may take two courses in the natural sciences and one course in mathematics.

Proficiency in one foreign language as demonstrated by satisfactory completion of the *21b* level course or its equivalent in a foreign language or by special examination scheduled at certain times during the year is required.

Except in the classical languages, competence in speaking the foreign language is also expected.

Proficiency in mathematics appropriate to the courses elected is expected. Students deficient in secondary school mathematics will be given special help.

All students are expected to have competence in the use of the English language when they enter college and to exhibit it in all written work. Those found to be deficient will be given special help.

Students are required, unless excused by the Dean of the Faculty, to attend Commencement to receive their diplomas.

Advanced Placement

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of *4* or *5* on the examinations entitle students to credit. If the grade is *3,* the College department concerned reads the examination and determines whether college credit should be given. *Grades 1* and *2* do not entitle students to credit.

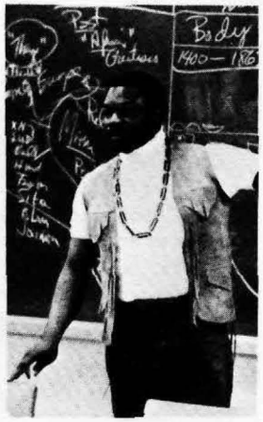
Major Study

Toward the close of his freshman year the candidate for the degree of Bachelor of Arts may select a major from the following list:

American Civilization	Mathematics
Art History	Music
Biology	Philosophy
Chemistry	Physics
Economics	Politics
English	Psychology
French	Russian and Soviet Studies
German	Sociology and Anthropology
History	Spanish
International Relations	

A student must take a minimum of nine courses in his major, but no more than thirteen (or fourteen if one is independent study or senior thesis) may be credited toward graduation. Specific course requirements and sequences are stated in the list of departmental offerings.

Students are also encouraged to consider interdepartmental majors in addition to the ones listed above. Correlated work in the Department of Religion and in one or more other departments in any of the divisions might, for example, be elected as a major.



BLACK STUDIES

A four course sequence in Black Studies is provided by the courses: Politics 22, "The Government and Policies of Sub-Saharan Africa"; History 28a,b, "The Black Man in America"; History 29a,b, "History of Africa"; and a special section of Sociology and Anthropology 23, "American Subcultures".

In addition English 24, "Afro-American Literature" and American Civilization 21, "Problems of Urban America," Art 26, "Black Art" are appropriately included in a list of courses in Black Studies.

STUDY TERMS ABROAD

Students who have completed French, Spanish or German 21a,b (Intermediate) may apply for enrollment in the Fall Term in Dijon or Madrid or in the Spring Term in West Berlin. Classes in French or Spanish or German literature as well as in art or music history and culture and history of the country are offered. The professors, who teach the courses in the language of the country, are faculty members or scholars of note. Each student selects three courses of five or six that are available. Since classes are a regular part of the academic schedule of Lake Forest College, credit is given by Lake Forest.

A Winter Term in Florence emphasizes art history (taught in English) and a Fall Term in Athens (also in English) permits a study of ancient Greece.

A brochure describing all of the programs for study abroad is available from the Office of Admissions.

INDEPENDENT STUDY AND SENIOR THESIS

Independent Study

Qualified juniors and seniors may engage in independent study. The College sees distinct advantages in such work: it permits the student to follow his individual interests beyond the limits of a formalized course; it encourages his independence by giving him freedom to read extensively and major responsibility for the work to be done; and it provides familiarity with the procedures and tools of scholarly inquiry.

Senior Thesis

With the approval of his adviser and the Dean of the Faculty, a student in his senior year may write a senior thesis based either on library or laboratory and library research. This thesis may take the place of one or, more commonly, two courses in the major field. The student prepares an outline of the proposed project for the examination of his adviser and the Dean of the Faculty. After completion of the work, the student is examined on the thesis by a committee appointed by the Dean of the Faculty. This committee will include the faculty member who supervised his thesis, as chairman, and three or four others, at least one of whom will be from another department than the one in which the thesis was prepared. If honors are granted, approved copies of the thesis, signed by members of the committee and the Dean of the Faculty, must be submitted, one to the department and one to the Dean's office for filing in the College Library.

Credit by Examination

If a student believes that he is able to meet the requirements of a regular course without attendance at class meetings, he may request permission to pass the course by examination. He must have the consent of the instructor and the approval of the Dean of the Faculty, and the instructor may make requirements in addition to the examination when these seem appropriate for a course. If a student audits a course, this privilege is not available to him in that course.

HONORS PROGRAM

In order to permit able and self-motivated students to arrange programs of study which will more closely fit their individual interests and needs than does the regular program, to work in ways which are more productive for them and that permits them to move ahead at their own rates, and also to have the opportunity to develop their own capacities for independent work, an individualized *Honors Program* has been established to begin in the Winter, 1971-72. A student will apply toward the end of his sophomore year. Ordinarily he will have completed most of his general education requirements and have a record of superior work. It is necessary that he have a rather clear idea of his plan for study and have given some evidence of capacity for independent work. Detailed information about application procedures will be available in the office of the Dean of the Faculty. Interested students are urged to discuss their plans with their advisers, with the director of the program, or with the Dean of the Faculty.

LEAVE OF ABSENCE

A student who wishes to study at another educational institution may request a leave of absence for a specified period of time. If his adviser approves his program, the student checks his proposed program of study with the Registrar to assure himself that the courses are transferable. His request is then presented to the Dean of the Faculty for his consideration. He must approve the leave before it can be granted. If he is a junior or senior student at the time he is to be away, he must also have the permis-

sion of the Committee on Academic Standing. The adviser, the Dean, and the Committee may impose any restrictions deemed necessary for approval. Transfer of the credit is subject to the usual restrictions on transfer credit. These are a *C* grade or better in all courses transferred and a total of twenty-seven courses at Lake Forest College. Any exception to the latter restriction must be approved by the Committee on Academic Standing.

COLLOQUIA

The College believes that it is important for educational vitality to encourage occasional group study programs that are not a regular part of the academic curriculum. These group study programs, or colloquia, may be related to topics not included in departmental offerings, to cross-disciplinary studies, to educational experiments, and to topics of current interest.

FRESHMAN SEMINARS

In the Fall, 1971 a new, experimental program of Freshman Seminars will be offered. These are largely inter-disciplinary in content and members of the faculty from different departments will participate in each seminar, providing a variety of perspectives on each topic. Each freshman student choosing a seminar must commit himself to the serious study and discussion of the topic. Eight seminars will be available, accommodating about half of the members of the freshman class.

ACADEMIC REGULATIONS

The academic year consists of three terms, in each of which the normal load is three courses. Non-credit courses in education, and courses in studio music or choir which must be pursued for three or more terms in order to receive credit, may be taken in addition.

Credit

Credit for study at Lake Forest is recorded by courses rather than by hours. For conversion purposes, the value of a course is three and one-third semester hours or five quarter hours. Thirty-six courses are required for graduation.

Grades

Three passing grades are used at the College. These are *honors* (H), *high pass* (HP), and *pass* (P). The *honors* grade is given for outstanding work. The *high pass* grade indicates that the work is of superior quality but not outstanding. Other work of passing quality is given a grade of *pass*.

At Lake Forest, however, students may choose for each course whether to receive "credit" only or a grade in the course. The choice must be made no later than the end of the first week of classes. Students who fail a course are given a grade of *failure* (F) under either choice. An *incomplete* (I) is given a student who is passing but, because of illness or some other reason beyond his control, has not completed the work of the course. An I may be given only upon the initiative of the instructor, and, except when special permission is granted by the Dean of the Faculty, must be removed by the end of the first week of the new term if given in the Fall or Winter Terms, and within one calendar week after the close of final examinations in the Spring Term.

Approved withdrawal from a course within the first four weeks of a term will result in a grade of *Withdrawal* (W). Approved withdrawal after four weeks will result in a grade of W if the student is passing the course and a grade of *Withdrawal Failure* (WF) if he is not.

The condition grade of (X) permits a student to take another final examination or repeat other work in the course at the discretion of the instructor. A conditional grade is regarded as a failure until it has been removed. If the work is satisfactorily completed within the period of time set by the instructor, which must not be later than one month after re-enrolling, the grade is changed to a *pass* (P); otherwise, it becomes a *failure* (F).

The warning grade of (Y) is given only to freshmen at the time of the midterm grade report when a student is barely passing a course.

Grade reports for failing, barely passing, or incomplete work are made to all freshmen students at midterm. Final grade reports are mailed to students at their homes at the close of each term.

Registration

Each spring, students enrolled in the College, register for the next academic year. New students choose their courses during the summer preceding their entrance to the College. Registration is completed on designated registration days in September. The normal course load is three courses per term. Only with special permission of the Committee on Academic Standing, is an overload permitted. First term freshman students may not take but three courses. Necessary changes in registration may be made on forms obtained in the Office of the Registrar. The original of this form must be signed by the student's adviser and may also require the approval of the Dean of Students. The change is not official until the form is returned to the Registrar. A fee of $3 is charged for changes made after classes begin. Withdrawal from a course is regarded as a change in registration and is handled in the same manner. Failure in the course will be recorded for those who do not comply with this regulation. Except in unusual circumstances and for reasons beyond his control, a student may not withdraw from a course or register in a new course after the end of the first week of the term. Students who are degree candidates are expected to register for a full program of courses unless approval is obtained in advance for a reduced load. Such unusual circumstances as a heavy outside work load, poor condition of health, or inadequate preparation will be considerations for which such approval may be granted.

A student is permitted, upon approval by his adviser, to register for one course at a time at nearby Barat College, after completion of his first term at Lake Forest College. The usual restrictions on transfer credit apply, except that juniors and seniors may elect such courses, even though transfer credit above the sophomore level is not ordinarily allowed.

Academic Standing

A student will be classified as a sophomore if he has completed eight courses by the beginning of his second year in college, as a junior if he

has completed seventeen courses by the beginning of his third year, and as a senior if he has completed twenty-seven courses by the beginning of his fourth year.

Only students who qualify for sophomore, junior, or senior standing in the fall of their second, third, or fourth years, respectively, are eligible to re-enroll.

A student who fails three courses in a given year is subject to dismissal. Each course that he fails must be made up by approved summer work, normally taken at Lake Forest. Students are not permitted to accelerate their program of study or reduce their course loads by taking summer work elsewhere.

The Dean of the Faculty or the Dean of Students may place a student on academic probation or dismiss him from the College at the end of any term if, in their judgment, the quality of the student's work justifies such action.

Auditing Courses

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is one-half the cost of the course for credit. Examination for course credit will not be permitted in an audited course.

Class Attendance

Students are expected to be present at all meetings of their classes, beginning with the first, unless prevented by illness or other emergency or by participation on a College-approved function. Each instructor has the right to establish specific regulation regarding attendance which may seem best suited to his particular course. A student may be dropped from a course with an *F* grade because of excessive absences.

Withdrawal from College

A student who finds it necessary to withdraw from College must confer with the Dean of Students and file a withdrawal form. Failure in his courses will be recorded for a student who does not withdraw through the Office of the Dean of Students. Rules governing refunds to students who withdraw are given on page 28.

HONORS AND PRIZES

Graduation with Honors

Graduation with Honors is based upon superior performance in a senior major examination. Special Honors in Senior Thesis are awarded students whose theses, in the opinion of the examining committees, are worthy of this recognition. The names of students so honored will be noted in the commencement program and their diplomas will be appropriately inscribed in recognition of their outstanding scholarship.

The Dean's List

The Dean's List recognizes students who have received one honors grade and two high pass grades or better in a given term.

Honorary Scholastic Societies

Phi Beta Kappa is a national honorary scholastic society open to men and women with superior achievement records. The Lake Forest College chapter is Theta of Illinois. Both faculty and students are members.

The McPherson Prizes

The sum of three thousand dollars was contributed in 1899 by friends of the Reverend Simon J. McPherson to found the four prizes to be named in his honor. In practice, the prizes in English, philosophy, foreign languages, and dramatics are usually awarded to graduating seniors.

A prize of twenty-five dollars may be given annually for work of superior grade in each of these fields.

The Class Scholarship Awards

The student having the best scholastic record in each class for the three terms (two terms for freshmen) preceding that during which the annual Honors Day Convocation is held will be honored by having his name engraved on a plaque which hangs in the Commons.

The Lettermen's Plaque

The athletic letter-winner having the best scholastic record for the three terms preceding that during which the annual Honors Day Convocation is held will be honored by having his name engraved on a plaque which hangs in the Alumni Memorial Field House.

The Emma O. Haas Memorial Awards for Merit in Scholarship

The late Judge John F. Haas of Chicago, a graduate in the class of 1900, established at the College annual awards totaling one hundred dollars, designated as the "Emma O. Haas Memorial Awards for Merit in Scholarship" in memory of his mother. These awards are announced and given on the day of the annual Honors Convocation in the following amounts:

Fifty dollars to a senior class student outstanding in scholarship, to be selected by the faculty from those attending Lake Forest College the entire four years.

Twenty-five dollars to a junior class student and twenty-five dollars to a sophomore class student outstanding in scholarship, to be selected by the faculty from those attending Lake Forest College the entire three years and two years respectively.

The Fredericka L. Stahl Memorial Awards for Excellence in Science

Judge Haas also established, in memory of his grandmother, annual awards of fifty dollars to be known as "The Fredericka L. Stahl Memorial Awards for Excellence in Science." The recipients of the awards are determined by a committee of faculty members and announced on Honors

Day. The prizes are awarded to the senior class students who have the best records in the field of the natural sciences during the four years they have attended Lake Forest College. Students who major in biology, chemistry, and physics are eligible. Excellence in the natural science courses forms the primary basis of selection. Attitude, habits of work, and spirit of cooperation are all taken into consideration by the committee.

The Harold Bartlett Curtis Prize in Mathematics

In 1967 alumni and faculty members who knew Professor Harold Bartlett Curtis during his long period of service to Lake Forest College created an endowment fund in his honor in order to establish a prize to be awarded annually, usually to a senior, who is judged by the faculty of the Department of Mathematics as the outstanding student majoring in mathematics. The prize is an appropriate set of books chosen by the recipient in consultation with the Mathematics Department.

The Scott Award in Religion

In 1957, Miss Mildred Scott of Cleveland, Ohio, established by endowment, "The Scott Award for Excellence in the Study of Religion." The annual award of twenty-five dollars honors her parents, Mr. and Mrs. Lyman H. Scott. It is given to that student, usually a junior, who, in the opinion of the faculty in the Department of Religion, has done the most outstanding course work in that department.

The Sterling Price Williams Prize

The Sterling Price Williams Prize in psychology, given by friends in honor of Dr. Williams, Emeritus Professor of Psychology and Philosophy at Lake Forest, consists of books on the subject of psychology chosen by the recipient. The student to whom the award is made is selected by the members of the faculty of the Department of Psychology as the senior psychology major who shows greatest promise in this field.

The Solly A. Hartzo Award in Politics

In 1971 the Department of Politics established an endowment fund, the income from which is to be used to provide the Solly A. Hartzo award for excellence in the study of politics and government. This annual award in memory of Professor Hartzo, a member of the faculty for thirty-five years until his retirement in 1965, is presented to an outstanding junior student majoring in politics and selected by the faculty of that department.

The Gail DeHerder Prize in Creative Writing

The Class of 1959 established a memorial fund to honor Gail DeHerder, a member of the class for three years. The income from this fund is used to provide a prize of twenty-five dollars to be awarded each year to the senior woman who submits the best piece of creative writing. Only students who have attended Lake Forest College the entire four years are eligible.

The Edward H. Oppenheimer Memorial Prize

Awards are given each year to a senior man and a senior woman who are judged by a committee consisting of students, faculty members, and the Dean of Students to have contributed most to the College community. This prize, given by James K. Oppenheimer, Class of 1965, honors his father.

The Chemistry Achievement Awards

The Chemical Rubber Publishing Company of Cleveland, Ohio, gives annually a copy of the *Handbook of Chemistry and Physics* to an outstanding student in freshman chemistry. The recipient is selected by the faculty of the Department of Chemistry.

The Cultura Hispánica Honorary Diploma

The Diploma is awarded to outstanding students of Spanish in upper level courses in American colleges and universities by the Institute of Hispanic Culture of Madrid, associated with the University of Madrid.

The Scholarship Trophies

Scholarship trophies, one for men and one for women, are awarded annually on Honors Day to the organized social group whose members and pledges have the best scholastic record in the preceding three terms. The trophies are passed from the winners of one year to the new winners until the space provided for engraving the name of the winning group is filled. The trophy is then retired and awarded to the group whose name appears the most times on the cup.

The Jacob Wardwell Edwards Prize

The Jacob Wardwell Edwards Prize Fund was established by the College in 1968 through gifts from friends and relatives in memory of Mr. Edwards, former Director of Admissions. The prize is to be given annually to the freshman student who is judged to have demonstrated the most outstanding qualities of leadership by a committee composed of the Dean of Freshman, the Director of Admissions, and the immediate Past President of the Community Government Association.

COURSES OF INSTRUCTION

The courses of instruction are listed by departments, which are arranged alphabetically.

Term courses which are related and have a common title are designated by the letters a, b or c following the number of the course. Ordinarily the preceding term is a prerequisite to the one-term course which follows in such a sequence.

The letters F (Fall), W (Winter), and S (Spring) indicate the term in which a course is normally available. A comma between two or three of these, such as F,W,S, means that the course is repeated in each of the terms designated. In a sequence of courses designated by a common name and having the letters a, b or c to indicate this relationship, the terms during which the sequence is available are given without commas. Thus, if courses 11a,b,c are scheduled so that 11a comes in the Fall, 11b in the Winter, and 11c in the Spring, this will be indicated by the letters FWS, written without commas. Except where noted, the first course in a sequence is prerequisite to the second, and the second to the third.

AMERICAN CIVILIZATION

Committee:
Professors: Milne, Sproat, Steamer
Associate Professor Zilversmit

Students wishing to expand beyond the limits of the traditional disciplines will find in the American Civilization program a range of studies wide enough to contain their interests. By providing an inter-disciplinary approach to the study of an entire civilizaton, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States, and chooses, according to his interests, additional studies among the allied fields of anthropology, economics, fine arts, philosophy, religion, and sociology. The aim is not merely to collect course offerings from the various departments; rather, it is to enable the student to synthesize the entire American experience through his own work. Independent study, thus, is an important part of the American Civilization program.

The major consists of the following required courses:

History 22a; English 29b; Government 31; History 41a, b; and American Civilization 45 (senior seminar) and five courses selected from the following; American Civilization 21; Art 38; English 24, 29a, 45; Politics 11, 23, 28, 32, 34, 39, 41; History 22b, 23, 24, 28a,b, 39, 41; Economics 11, 15, 31; Music 38; Philosophy 32; Sociology 23, 34, 41.

Arthur Zilversmit, *Chairman*

21 PROBLEMS OF URBAN AMERICA F

The course integrates the practical experience of tutoring in the urban ghetto with the framework of an intellectual understanding of contemporary urban problems, develops techniques of dealing with education in the contemporary urban community, and demonstrates methods by which the small liberal arts college can make a direct and meaningful contribution to the larger society of which it is a part. Only students who participate in the tutorial project are eligible to take this course. All students who take the course will do so on a credit-fail basis. Prerequisites: Sociology and Anthropology 11 and permission of the faculty coordinator of the course.

45 SEMINAR S Mr. Zilversmit

Studies in American Civilization.
Subject, 1971-1972: The American Character.

BIOLOGY

Professors Giere, Louch
Associate Professor Runge
Assistant Professors Spiess, Weik
Instructors Jansen, Powers, Sundberg

The curriculum of the Biology Department represents the broad spectrum of the life science which will prepare the student for graduate and professional studies as it does those who plan a career with the baccalaureate degree. The department also offers three non-sequential courses which may be utilized in satisfying the Division III requirements for graduation.

The major includes at least nine courses in the department (which must include Cell Physiology, Environmental Biology and Genetics) and one year of Chemistry (Chemistry 11abc; Chemistry 12a,b,15; or Chemistry 12a,b,11c). The chemistry sequence may be delayed until the second year. The major student will be encouraged to take additional work in the cognate sciences as well as in mathematics. Other than including cell physiology, environmental biology and genetics in the major, the student is not bound by any formal sequence of courses and several options are possible. It is recommended that the student with a limited background in natural science take Biology 11,12,13. The first year student with a strong scientific background and the consent of the instructor may start his major with either the 21,22,23 or the 24a,b,c sequence. Able students are encouraged to undertake an independent study or senior thesis project.

The College has a chapter of Beta Beta Beta, the undergraduate honorary society for biology students.

Frederic A. Giere, *Chairman*

11 CELL BIOLOGY FW

A study of the metabolic phenomena of the cell. The topics will include: the molecules characteristic of living systems, biochemical evolution, photosynthesis, intermediary metabolism, and respiration. Four class hours and three laboratory hours per week.

12 HUMAN BIOLOGY W,S

A study of the genetics, evolution, and the ecology of human populations. Four class hours and three laboratory hours per week.

13 INTEGRATIVE SYSTEMS IN BIOLOGY F,S

A study of the elaboration and integration of cells into a living system responsive to the environment. Four class hours and three laboratory hours per week.

21 VASCULAR PLANTS S — Mr. Weik

The taxonomy, morphology and ecological distribution of vascular plants, with special emphasis on the flowering plants of Northern Illinois. Three class hours and six laboratory hours per week. The laboratory work will include frequent field trips.

22 NON-VASCULAR PLANTS F — Mr. Weik

A phylogenetic presentation of the major representatives of the non-vascular plants, with emphasis upon their morphology, physiology, ecological distribution and evolutionary history. Three class hours and six laboratory hours per week.

23 INVERTEBRATE ZOOLOGY S — Mr. Louch

A phylogenetic presentation of the major representatives of the invertebrate members of the animal kingdom, with emphasis upon their morphology, physiology, ecological distribution and evolutionary history. Three class hours and six laboratory hours per week.

24a,b,c VERTEBRATE BIOLOGY FWS — Mr. Giere, Mr. Sundberg

A three-term course, consisting of a comparative study of the development, structure and function of vertebrate organisms. Three class hours and six laboratory hours per week.

31 ENVIRONMENTAL BIOLOGY F — Mr. Louch

The relationships between organisms and their environments. Three class hours and six laboratory hours per week. The laboratory work includes frequent field trips. Chemistry 11a,b,c or 12a,b is recommended.

32 ANATOMY and PHYSIOLOGY OF VASCULAR PLANTS W — Mrs. Spiess

Study of the internal structure of vascular plants, with emphasis on the development, reproduction and embryogenesis of the Angiospermae. The physiology of movement and translocation of materials (organic and inorganic) in plants, mineral nutrition and growth will also be considered. Three class hours and six laboratory hours per week. Chemistry 11a,b,c or 12a,b is recommended.

33 GENETICS F — Mr. Runge

Fundamental principles of genetics, with emphasis on the chemical and physiological action of the gene. Four class hours and three laboratory hours per week. Chemistry 11a,b,c or 12a,b is recommended.

41 CELL PHYSIOLOGY W — Mr. Giere, Mr. Runge

A consideration of the fundamental physiological processes of plant and animal cells. Three class hours and six laboratory hours per week. Prerequisites: Chemistry 11a,b,c or 12a,b, senior standing or consent of the instructor.

45 SEMINAR W — Mrs. Speiss

Prerequisite: Six courses in biology and the consent of the instructor.

CHEMISTRY

Professors Coutts, Martin
Associate Professor Thompson
Assistant Professor Jackson
Instructor Klingbeil

The department offerings are arranged so as to meet the needs of three groups of students — (1) those majoring in chemistry, (2) those studying closely related fields, such as biology or physics, and (3) those electing to fulfill the College's science requirements through the study of beginning chemistry. No attempt is made in the sequence of chemistry courses to "cover" the chemical behavior of all known substances — the body of chemical knowledge is expanding and undergoing modification at far too great a rate for such an approach to be a useful or meaningful one. Instead, emphasis is laid upon the efficacy of the scientific method as a tool for probing nature's mysteries, upon the development of broad theories which allow correlation of seemingly separate bits of knowledge into an integrated whole, and upon the application of these broad general principles to new, unstudied situations.

The chemistry major who pursues the curriculum built around these points of emphasis should acquire a mastery of the basic laws and theories dealing with the interactions of matter, and develop techniques which will allow him to engage in further study and investigation — whether in the role of a practicing chemist, a physician, or in additional work at the graduate level. The major from an allied field who elects to study a portion of the chemistry curriculum will achieve a greater mastery of his own subject through a broadened appreciation of the interrelationships existing within the sciences.

The non-science major who completes a study of Chemistry 11 should acquire insights into the methods of science and an appreciation of the scientific method as an approach to problem solving; it is further hoped that he will have his curiosity sufficiently aroused with respect to things scientific that he will continue to follow intelligently the ever-unfolding story of new developments in science as they are communicated to informed laymen by their discoverers.

Majors in chemistry ordinarily take most of the listed courses (starting with Chemistry 12); research leading to a thesis is also strongly encouraged. A minimum major must include Chemistry 12a,b; 15; 22a,b; 32a,b. Premedical students majoring in chemistry often select this core of courses plus two additional ones. All chemistry majors need to take mathematics through the calculus and the beginning course in physics; additional work in both fields will be helpful for students planning graduate study in chemistry. German is recommended for the student's language study; Russian or French would be helpful second foreign languages. The department is on the approved list of the American Chemical Society.

John W. Coutts, *Chairman*

11a,b,c GENERAL CHEMISTRY FWS

The structure of matter from an historical and phenomenalistic viewpoint in the first term. The "how and why" of chemical reactions with emphasis on inorganic examples in the second term. Principles of organic and biological chemistry in the third term. The first term (11a) is a prerequisite for the second and third terms, but the second term (11b) is not a prerequisite for the third term. Designed for students not expecting to take further work in chemistry. Four hours of lecture and one three-hour laboratory per week.

12a,b GENERAL CHEMISTRY FW

Parallels Chemistry 11 in first term, but with additional emphasis on topics of primary interest to natural science majors; second term includes qualitative analysis. For chemistry majors and others expecting to take Chemistry 15 and 22. Four hours of lecture and one four-hour laboratory per week.

15 QUANTITATIVE ANALYSIS S Mr. Jackson

Theory and applications of classical and basic instrumental methods in the quantitative estimation of substances in mixtures. Prerequisite: Chemistry 12b or consent of instructor. Three hours of lecture and two four-hour laboratories per week.

22a,b,c ORGANIC CHEMISTRY FWS Mrs. Klingbeil, Mr. Martin

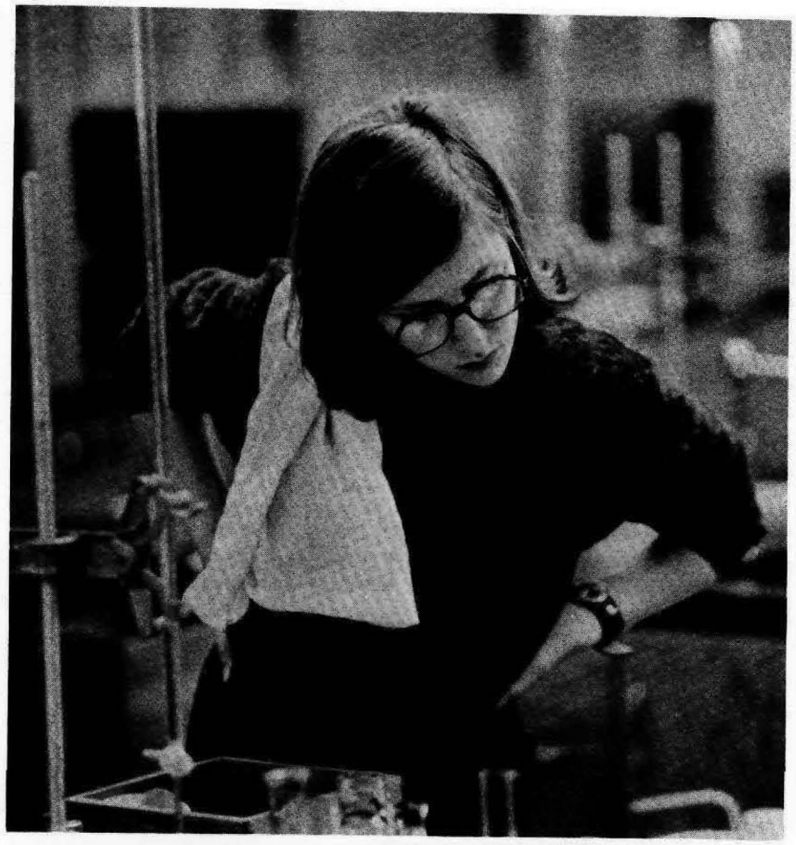
Chemistry of carbon compounds, with emphasis upon the application of modern principles to structure, reactivity and methods of synthesis. The laboratory work includes some systematic identification of organic compounds. First two terms meet the requirements of most medical schools. Prerequisite: Chemistry 12b or consent of instructor. Four hours of lecture and one four-hour laboratory per week.

32a,b,c PHYSICAL CHEMISTRY FWS Mr. Coutts

Theoretical aspects of chemistry as exemplified in the laws of thermodynamics, kinetics, equilibrium, electrochemistry, and studies of the states and structure of matter. Includes wave-mechanical and statistical-mechanical interpretations of atomic and molecular structure and interactions. Prerequisite: Chemistry 15, Physics 11c or 12c, and Mathematics 12b, or consent of instructor. Four hours of lecture and one four-hour laboratory per week.

41 INSTRUMENTAL METHODS F Mr. Jackson

Theory and operational techniques involved in the use of instruments in all branches of chemistry, with emphasis on analytical applications. Includes such fields as electrochemical, optical, radiochemical, and chromatographic methods. Prerequisite: Chemistry 32c or consent of instructor. Three lectures and two four-hour laboratories per week.



42 INORGANIC CHEMISTRY W Mr. Thompson

Structure and bonding as related to physical and chemical properties. Descriptive chemistry is used to demonstrate the applications of principles and periodic relationships. Includes coverage of molecular orbital theory, electron deficient molecules, and ligand field treatment of coordination compounds. Prerequisite: Chemistry 32b or consent of instructor. Four lectures and arranged laboratories.

44 SPECIAL TOPICS S

Particular subject matter and meeting pattern varying from year to year. Variable hours of lecture and laboratory according to nature of subject matter. Prerequisite: Chemistry 32b or consent of instructor.

45 BIOCHEMISTRY SEMINAR

Prerequisite: Chemistry 22b. Covers topics of biochemical interest, such as enzyme structure and behavior of macromolecules. (Not offered in 1971-72.)

ECONOMICS

Professors Herlihy, Nicholaus
Associate Professor Weiner
Assistant Professor Moskoff
Lecturer Hale
‡*Instructor* Lothian

The study of economics continues to be a vital part of a liberal arts education, broadening our knowledge and freeing our minds of ignorance and myths concerning an important area of human endeavor. The discipline of economics addresses itself to two basic questions faced by men in *any* society: (1) how are available resources to be allocated among competing productive uses in order to yield the greatest product, and (2) how are the fruits of the productive process to be distributed among the members of society. Since no universal form of social and economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these two basic questions.

At Lake Forest College the study of economics involves several related approaches. Economic theory is used to simplify problems, and as a method of analysis. Secondly, various institutional arrangements common to western societies (the corporation, labor unions, government agencies) as well as major areas of concern in all economies (economic growth, unemployment, inflation) are examined. These approaches are designed to help the student understand economic problems more fully, and to provide criteria for judging alternative solutions.

It is possible to begin the study of economics at Lake Forest College at either the freshman or sophomore level. The first year's work includes a beginning course designed both for potential majors, and those desirous of a single course in economics. In addition at this level there are courses offered in the economic development of emerging nations, in comparative economic systems, in the urban problems of America, and in radical economics.

Students contemplating a major in economics are urged to complete the two theory sequences (Economics 21 and 22) by the end of the junior year at the latest, since these courses provide the foundation for most of the advanced courses. Qualified junior and senior majors are encouraged to engage in independent study, either within the department or on an interdepartmental basis.

Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration, law, and medicine. Students seriously contemplating graduate work in economics or business administration are urged to elect several courses in mathematics as well as History 23 and 25.

‡ Part-time Teaching, 1971-72

The major in economics includes as a minimum Economics 11, 21a, 22a, and any six other courses in economics (except 13a,b which is not credited to the major). Economics 11 is a prerequisite for all other courses in the department except 13a,b.

H. Murray Herlihy, *Chairman*

11 PRINCIPLES OF ECONOMICS F,W,S Staff

Structure, function and problems of the American economy, with emphasis on application of economic principles to analysis of current economic issues.

12 ECONOMIC GROWTH AND DEVELOPMENT F,S

Principles and problems of economic development in the emerging nations of the world.

13a,b ACCOUNTING F,W,S Mr. Nicholaus

The fundamental principles and procedures of accounting for business enterprises (first term). Analysis and interpretation of accounting statements and data for management purposes (second term).

14 COMPARATIVE ECONOMIC SYSTEMS W,S Mr. Moskoff

An examination and analysis of the role of non-market direction of resources in several countries. The course will draw upon the experiences of the Soviet Union, Eastern Europe, Scandinavia, France and Great Britain.

15 URBAN PROBLEMS W Mrs. Hale

Analysis of current economic problems of urban America, including housing, transportation, population, pollution, education, discrimination and segregation.

16 RADICAL ECONOMICS W Mr Moskoff

The course is a critique of orthodox economics and the economic dimension of American society. Such topics as racism, imperialism, the health crisis, defense spending, zero economic growth, inequities of income distribution, migrant workers, pollution and the economies of women will be covered. Alternatives to capitalism will also be studied. Prerequisite: Economics II.

21a,b PRICE THEORY AND ITS APPLICATION WS

Mrs. Hale, Mr. Herlihy, Mr. Weiner

Theoretical and empirical analysis of market structures, behavior, and performance in American industry. The first term (21a) concentrates on monopoly and pure competition. The second term (21b) concentrates on monopolistic competition and oligopoly. Economics 21a is a prerequisite to 21b.

22a,b INCOME, EMPLOYMENT AND MONEY FW Mr. Moskoff

Application of macro-economic models to the analysis of monetary and fiscal policy measures in connection with problems of employment, the price level and economic growth. In the first term (22a) determinants of the major components of national income are examined in detail. The second term analyzes theories of economic growth in advanced western economies in the light of current policy problems. 22a is a prerequisite to 22b.

31 LABOR IN THE AMERICAN ECONOMY S Mr. Herlihy

Analysis of the labor problems of American industrial society, in the context of labor unions and collective bargaining, and the economics of the labor market. Prerequisite: Economics 21a or consent of instructor.

32 INTERNATIONAL ECONOMICS F Mr. Weiner

Analysis of principles, institutions and policies of international trade. Prerequisite: Economics 21a and 22a or consent of instructor.

33 BUSINESS ORGANIZATION AND PUBLIC POLICY W Mrs. Hale

Analysis of the fundamental economic problems of the social control of business activity. Prerequisite: Economics 21b or consent of the instructor.

34 MATHEMATICAL ECONOMICS S

Mathematical tools will be used to analyze theories and policies concerning topics selected from the following fields: consumer behavior, production theory, market behavior, capital theory, and economic growth. Prerequisites: Economics 21a and Mathematics 12b, or consent of instructor. Offered in alternate years.

35 ECONOMIC STATISTICS

The study of distribution analysis, probability theory, sampling theory, statistical inference and regression and correlation analysis, with emphasis on the application of statistical techniques to economic problems and policies. Prerequisite: Economics 11. Offered in alternate years. (Not offered in 1971-72.)

36 CORPORATION FINANCE W Mr. Nicholaus

Assessment of the impact of the corporation on the economy. Analysis of the corporation's demand for funds, internal and external sources of supply, and the costs to the firm. Prerequisite: Economics 13b or consent of the instructor.

37 SOVIET ECONOMICS S Mr. Moskoff

An in-depth examination of the major Soviet economic institutions. Past and present performance are evaluated in terms of the functional and dysfunctional features of resource allocation produced by central planning. Recent economic reforms are studied. Prerequisite: Economics 11.

45 SENIOR SEMINAR S Mr. Herlihy

Application of economic analysis to selected contemporary problems. Prerequisite: Economics 21b and 22b.

EDUCATION

Professor Reichert
Lecturers ‡Bonhivert, ‡Slack, ‡Townsend, ‡M. Wasylik
Instructor ‡Heaston

Lake Forest prepares approximately 20 per cent of its students for teaching careers in both elementary and secondary schools in nearly every state of the Union.

The College is particularly proud that its teaching graduates have both a strong liberal arts background and the techniques necessary for successful teaching. Its teacher education program has long been approved by the State of Illinois and the Association of Colleges for Teacher Education, of which it is a member.

The Lake Forest program draws upon the superior schools of the area for some of its teaching personnel and supervised teaching is done in the fine local schools under experienced critic teachers. The College's three-term three-course program enables seniors to do their supervised teaching in a block of time relatively free from the burden of other college courses.

There are no majors in education at Lake Forest; secondary teachers major in a teaching field, and elementary teachers choose any college major for graduation. The College believes that teachers are best prepared by a balanced program of general education, specialized education (the major), and professional courses.

Requirements for Teaching Certificates

The requirements stated below, in addition to the graduation requirements, will qualify graduates for teaching certificates in Illinois and most other states and will also meet the standards of the North Central Association of Colleges and Secondary Schools.

The State of Illinois requires that each candidate for certification pass an examination on the constitutions of the United States and Illinois. This examination is given on the second Wednesday in May of each year, and at other times upon request.

ELEMENTARY CERTIFICATE
(Kindergarten through Eighth Grade)

Art 21 — *Survey of the Visual Arts*

Music 12 — *Introduction to Music Literature*

Mathematics 14 — *Introduction to Modern Mathematics (Given the Winter term)*

History 22a — *Rise of the American Republic*
or Politics 11 — American Politics

Psychology 11 — *Introduction to Psychology*

Geography 11 — *Principles of Geography (not required for teachers of grades K-3 (Offered in 1971-72)*

‡ Part-time Teaching, 1971-72

Education 21 — *American Education; 31 — Educational Psychology; 32 — Reading and Arithmetic in the Elementary School; 48 — Supervised Teaching in the Elementary School (equivalent to 6⅔ semester hours credit)*

The following courses are credited and are required for certification but will not be counted toward the graduation requirement nor the three course load:

Art Education 22 — *Methods of Teaching Art (not required for teachers of Grades 4 to 8)*

Science Education 26 — *Science in the Elementary School*

Social Studies Education 27 — *Social Studies in the Elementary School*

Physical Education 28 — *Methods of Teaching Physical Education and Health*

SECONDARY CERTIFICATE
(Seventh through Twelfth Grades)

In preparing for a secondary certificate, any major except those such as philosophy and psychology, which are not usually taught at the secondary level, is suitable. Economics, sociology, and politics majors must have two courses in each of the other departments and seven courses in history. History majors must have two courses in each of economics, sociology, and politics. Prospective secondary teachers must have the recommendation of their major adviser before enrolling in Education 42, 43, or 49.

History 22a — *The United States to 1877*
or Politics 11 — American Politics

Psychology 11 — *Introduction to Psychology; 24 — Tests and Measurements (if more than eighteen semester hours of education is desired)*

Education 21 — *American Education; 31 — Educational Psychology; 43 — Methods of Secondary Education (Fall of senior year only); 49 — Supervised Teaching in the Secondary School (equivalent to 6-2/3 semester hours credit. Winter or Spring of senior year only)*

Edwin C. Reichert, *Chairman*

21 AMERICAN EDUCATION F,S — Mr. Reichert

An introduction to the control, support, content and philosophy of American education at all levels.

31 EDUCATION PSYCHOLOGY* W,S — Mrs. Heaston

Child development, the psychology of learning, and the problems of school adjustment.

* Only students enrolling for all certification requirements for the State of Illinois or some other state may count this toward the graduation requirement.

32 READING IN THE ELEMENTARY SCHOOL* F Mr. Mortensen
Methods of teaching elementary reading.

42 *METHODS OF SECONDARY EDUCATION** F Mr. Reichert
Methods of teaching in the secondary school. To be taken prior to Education 49.

48 SUPERVISED TEACHING IN THE ELEMENTARY SCHOOL* W,S Miss Slack
The entire morning will be spent in the cooperating school. Double course credit. Includes one evening meeting per week. Winter registration preferable.

49 SUPERVISED TEACHING IN THE SECONDARY SCHOOL* W,S Mr. Reichert
Three or more hours per day will be spent in the cooperating school. Winter registration preferable. Double course credit.

The following courses, required for certification, do not carry graduation credit, but will be given recorded credit on the student's academic record and should be added, one per term, to the normal three-course program.

Art Education

22 METHODS OF TEACHING ART F *Mrs. Wasylik*
The media and methods of teaching elementary school art. Required only for primary grade teaching. *One-half course.*

Physical Education WS

28 METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL Mrs. Jauch
One-half course.

Science Education

26 SCIENCE IN THE ELEMENTARY SCHOOL W Mr. Bonhivert
The content of the elementary school curriculum in science and methods of teaching. *One-half course.*

Social Studies Education

27 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL S Miss Slack
The content of the elementary curriculum in social studies and methods of teaching. *One-half course.*

* *Only students enrolling for all certification requirements for the State of Illinois or some* other state may count this toward the graduation requirement.

ENGLISH

Professors Cowler, Milne, Voss
Associate Professors †Bennett, Hentz
Assistant Professors Bouquet, Fishman, Greenfield, Stepsis, Van Valkenburgh
Instructor ‡Robinson

English, as taught at Lake Forest College, is both a training in technique and a study of material. As a technique, English is concerned with clarity, correctness, and grace of expression as well as with precision of thought and logic of statement. The material studied in English courses is broadly called literature: the thoughts, emotions and activities of real or imaginary people presented memorably in words. To give a generous sampling of the best of English and American literature and of foreign literature in translation, to develop habits of perceptive and critical reading, to elevate the taste and enrich the inner life of students — these are among the aims of courses in literature. As an expression of the human spirit, the best literature can expand our knowledge of ourselves and of our fellow human beings.

A college major in English, in addition to comprising studies which are liberal and humane and thus appropriately "educative" ends in themselves provides useful general preparation for employment in a variety of vocations and professions. In addition to career opportunities for English majors in fields traditionally associated with the study of English, such as teaching, professional writing, editing and publishing, employers are increasingly offering opportunities in business and elsewhere (e.g., the field of law) to young people who have had the advantages of a broad liberal education.

During the freshman year, the prospective English major is given background for his future work in English through the reading of a number of literary works in the courses in Interpretation of Literature and Backgrounds of Literature. During the sophomore year, he might enroll in the Shakespeare, Comparative Literature, Literary Types and Traditions, or American Literature courses. In his upperclass years, he will, in consultation with his advisor, work out an appropriate program from among various period and genre courses, colloquiums, seminars, independent studies, writing courses, and electives in related fields. Majors who plan to do graduate work should have a reading knowledge of at least one modern foreign language, preferably French or German.

W. Gordon Milne, *Chairman*

11 INTERPRETATION OF LITERATURE F,W,S
An introductory course, with emphasis on the analysis and evaluation of individual works, designed to develop the student's enjoyment of imaginative literature. Required course for beginning English majors. (Freshman Honors English, an intensified course designed for specially qualified students, is offered in the fall and spring terms. Admission by invitation of the Department).

† Sabbatical Leave of Absence, 1971-72.
‡ Part-time Teaching, 1971-72.

15a,b BACKGROUNDS OF LITERATURE F,W,S

The origin and development of literary types and traditions as a background for the study of English literature. First term: a study of selected masterpieces from ancient and medieval literature. Second term: a continuation of English 15a, from the Renaissance through the eighteenth century. Satisfies the prerequisite for all other English courses for English majors.

17 CREATIVE WRITING F Mr. Voss

Practice in various types of imaginative composition, with particular emphasis on the short story. Group discussion and individual conferences.

18 WRITING WORKSHOP S Mr. Voss

Devoted chiefly to writing and revision of themes of expository, argumentative and critical prose. Group discussion and individual conferences.

20 SHAKESPEARE F,W,S Miss Cowler, Miss Hentz

A dozen plays are read in the course, with an intensive analysis of either "King Lear" or "Hamlet".

24 AFRO-AMERICAN LITERATURE F,S Mr. Robinson

A study of the major achievements of black writing, with particular stress on twentieth-century currents. Writers to be considered are Dunbar, Chesnutt, DuBois, Johnson, Cullen, Hughes, Wright, Ellison, Baldwin and others.

25a,b COMPARATIVE LITERATURE F,W,S

A study of some of the great classics of post-Renaissance European literature, chiefly French, German, and Russian (in modern English translation). Open to freshmen with permission of the instructor.

27 LITERARY TYPES AND TRADITIONS W,S
Mr. Van Valkenburgh, Mr. Greenfield

A flexible course designed to permit the study of the development and character of some genre or form of literature, such as tragedy, comedy, satire, biography, the lyric, the sonnet, the short story. Open to freshmen with permission of the instructor.

29a,b AMERICAN LITERATURE F,W,S Mr. Milne, Mr. Voss

Principal tendencies in American writing from colonial times to the present, with emphasis on the major writers.

32a,b LITERATURE OF THE ENGLISH RENAISSANCE Miss Hentz

A study of the dramatic and non-dramatic literature of the Elizabethan and Jacobean periods. The particular emphasis of the course is announced at the beginning of each term in which it is offered in the Schedule of Classes. (32b not offered in 1971-72)

33 ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY F
Miss Cowler

Poetry and prose of Donne, Herbert, Burton, Browne, and other representative writers.

34 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY
Miss Cowler

The principal neo-classical writers, including the Restoration dramatists, Dryden, Pope, Swift, Johnson.

35 THE ROMANTIC PERIOD W Mr. Bennett, Mr. Bouquet

The poetry and prose of Coleridge, Wordsworth, Lamb, Hazlitt, Byron, Shelley, Keats, and others.

36 VICTORIAN LITERATURE S Mr. Bennett

The major poets, novelists and essayists, including such as Dickens, Carlyle, Arnold, Browning, Tennyson and Hardy.

37 THE ENGLISH NOVEL Mr. Milne

Representative works by major novelists from Defoe to Conrad.

38 JUNIOR COLLOQUIUM W,S Mr. Bouquet, Mr. Stepsis

A flexible course designed to permit the intensive study of an author, a literary movement, a problem in aesthetics and literary criticism, or a selected theme.

39a MODERN DRAMA F,S Mr. Bennett, Mr. Greenfield

A study of late nineteenth and of twentieth-century plays, with particular emphasis on the experimental trends in the contemporary theatre. Representative plays by Ibsen, Shaw, Chekhov, Strindberg, O'Neill, Brecht, Pirandello, Beckett, Ionesco, Genet and Pinter.

39b MODERN FICTION F,S Mr. Greenfield, Mr. Voss

Studies in the form, substance, and background of the modern novel, with particular attention to works by such writers as Gide, Proust, Kafka, Mann, Joyce, Hemingway and Faulkner.

39c MODERN POETRY F Miss Hentz

A study of the significant movements and major figures in the English and American poetry of this century.

40 MAJOR ENGLISH AUTHORS W

Different writers of eminence, such as Chaucer and Milton, will be treated from year to year.

42 HISTORY OF THE ENGLISH LANGUAGE Mr. Stepsis

Studies in the history and structure of the English language.

43 MODERN LITERARY CRITICISM

A survey of the various approaches to literary criticism in the twentieth century, focusing on the work of Richards, Eliot, Empson, Frye, and other major representative critics.

44 SENIOR ROUNDTABLE: THEORY OF LITERATURE W,S
Mr. Bennett, Mr. Greenfield

A required course for majors, English 44 reviews the work of the major program and is designed to encourage integration of knowledge of literature gained through work in other courses and independent reading. Readings in aesthetics, imaginative literature, and the major documents of literary criticism.

45 SEMINAR: SPECIAL STUDIES IN ENGLISH AND AMERICAN LITERATURE W,S Miss Cowler, Mr. Milne

The course focuses on a limited topic changing from term to term and is designed to afford the student the opportunity to pursue independent investigation. Open to seniors with permission of the instructor.

Kenneth Koch
Poet-in-Residence

FINE ARTS

Professors †Mitchell, Schulze
Associate Professors Bowen, Kirby, Smith
Assistant Professors Converse, Croydon, Fishman, Marshall
Instructors Bauman, Fernandez, Patton
Teaching Associate ‡Huhn (Organ, Piano) ‡Faller (Voice), ‡Lanza (Flute), ‡Scheuzger (Violin)

Aside from an inevitable concern with food, shelter, warmth, and the other necessities, it seems likely that some sort of preoccupation with what we call "The Arts" was one of the first consistently pursued interests of mankind. The production of wall paintings and other art objects was one of the ways in which our earliest ancestors demonstrated their essential idiosyncrasy vis-a-vis the rest of the animal kingdom, and their equally singular apprehension of, or, it may be, need for, something above and beyond the mere physical facts of the surrounding world. During the many thousands of years since early men first carved and painted the walls of their caves many changes have taken place in the forms, the purposes, and the meanings of the visual arts, and equally of all the other arts. Their capacity to diversify would seem infinite. According to the pressures and needs of society and the fashion of the time, the various arts have been used as a vehicle for religious or political propaganda, for decoration, for instruction, for story telling, for "communication," for moral or immoral reasons, for status symbols, even simply for entertainment. And yet, no matter how curious or apparently inconsistent their underlying intention and values,the arts have remained with us in some immediately recognizable form — although perhaps we still would be hard put to define their *exact* nature.

Today the arts enjoy a wider audience than ever previously. Along with the accelerating onrush of social change that this century has seen, inevitably there have developed new possibilities of popular access to the enjoyment and appreciation of art. These things are now open, not just to a privileged and cultivated minority, but rather to anyone who cares to seek them. Modern communications — the stupendous amount of books published, the vast proliferation of recordings, the ease, speed, and cheapness of travel — in combination with increased leisure have not only made a reality of what Malraux has called "The Museum without Walls," they have also led to a situation where it is arguable that we know more about the arts than ever before. Nowhere has the impact of these factors been more apparent than in America.

During the last two decades America has come to occupy a progressively more important position in world art, both as a producer and as a consumer. Everything would seem to suggest that this role is likely to grow larger rather than smaller in the future. In such circumstances it would seem obvious that some thorough and systematic understanding of all the arts must be an essential ingredient in anything that is to be called a fully rounded education for someone who is to participate wholly in our contemporary civilization and environment.

The department offers two majors: Art History, and Music History and Theory. In addition it is possible for students majoring in other subjects to obtain a teaching minor in Dramatic Art.

Alexander F. Mitchell, *Chairman*

† Sabbatical Leave of Absence, 1971-72.
‡ Part-time Teaching, 1971-72.

Art

The principal directions of the course work in art are theoretical, historical, critical and aesthetical. It is intended that the work of the department should relate directly to study undertaken by the student in other academic disiplines which may claim his attention at the College. This is in harmony with the liberal arts orientation of Lake Forest, and further is a recognition of the sternly specialized, single-minded, and lengthy training essential to a minimal accomplishment as a professional practitioner in the visual arts.

The fundamental problems which arise in an approach to art history and appreciation are explored in a basic course, The Visual Arts. This course is a required prerequisite for art majors and for all wishing to undertake further courses in art history. Subsequent advanced courses cover the main periods and styles of Western European and American art, and deal in a more detailed fashion with the main principles and development of art history, with critical and iconographical analysis, and with the other scholarly procedures accepted as essential in this field of study. During their senior year majors are expected to participate in seminar work.

Although, as stated, the principal emphasis in the department is theoretical rather than practical, instruction in the latter area is also given. In the belief that some personal knowledge of actual artistic practice is an essential accompaniment to art historical study, majors are required to take one course in studio art, and a second more advanced course in studio art may be taken for credit by students who seem likely to benefit from further studio experience. Aside from formal course work, it is the policy of the faculty of the department to encourage and, if possible, help any students majors and non-majors alike, who wish to do creative work in the visual arts.

Normally students commence their art historical studies in their sophomore year. Studio work may be started during any college year. One course credit in Art 11 must accompany a major in Art History, but studio courses are not counted in the list of major courses.

11 STUDIO ART I F,W — Mr. Croydon

An introductory course dealing with the creative problems of basic comprehensive design in various two-dimensional and three-dimensional media and techniques.

12 STUDIO ART II S — Mr. Croydon

More advanced creative assignments in chosen painting, graphic arts, or three-dimensional media. Admission to this course will be selective and dependent upon the attainment of a high standard or work in Art 11.

21 INTRODUCTION TO THE VISUAL ARTS F,W,S

An analytic and historical survey of the visual arts from antiquity to the present. This course is a prerequisite for all other courses in art history, and is required of all art history majors.

22 HISTORY OF ARCHITECTURE F — Mr. Schulze

The evolution of architectural style and thought from antiquity to the present.

23 ANCIENT ART F — Miss Bauman

Painting, sculpture, and architecture of the ancient civilizations of Egypt, Mesopotamia, Greece and Rome.

24 MEDIEVAL ART F — Miss Baumann

The art of the Early Christian, Byzantine, and Medieval periods.

25 CLASSICAL ART S

The art and architecture of the Hellenic world in the Minoan through Byzantine Periods. (Offered only in Athens.)

26 BLACK ART S — Miss Patton

Black Art, African origins and the American phase.

29 BURGUNDIAN ART F

The art of Burgundy. (Taught in the French language and offered only in Dijon.)

30 SPANISH ART F

Painting and sculpture in Spain. (Taught in the Spanish language and offered only in Madrid.)

31 NORTHERN ART OF THE LATE GOTHIC AND RENAISSANCE S — Mr. Mitchell, Miss Baumann

Painting, sculpture, and the graphic arts of the Low Countries, Germany, and France from the late fourteenth through the sixteenth century.

32 ITALIAN ART OF THE EARLY RENAISSANCE W — Mr. Fernandez, Miss Patton

Painting and sculpture in Italy from the late thirteenth through the fifteenth century.

33 ITALIAN ART OF THE SIXTEENTH CENTURY F — Mr. Fernandez

Painting and sculpture by the High Renaissance and Mannerist artists of Italy, with special emphasis on developments in Rome, Florence and Venice.

34 SEVENTEENTH CENTURY ART F — Mr. Mitchell, Mr. Fernandez

Painting and sculpture in Europe in the seventeenth century.

35 EIGHTEENTH CENTURY ART S — Mr. Fernandez

Painting and sculpture in Europe in the eighteenth century.

36 NINETEENTH CENTURY ART F,W — Mr. Mitchell

French painting and sculpture from David to the post-impressionists, with consideration given also to the developments in Germany, England, and United States.

37 TWENTIETH CENTURY ART F,W Mr. Croydon, Mr. Schulze
Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

38 AMERICAN ART W,S Miss Patton, Mr. Schulze
The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the art of the colonial period to the present.

45 SEMINAR S

Dramatic Art

A major in Dramatic Art is not offered.

21 INTRODUCTION TO THE THEATER F Mr. Converse
Modern theatrical practices, emphasizing the many aspects of play production and play selection. Stagecraft laboratory is required.

22 THE ART OF THE ACTOR W Mr. Converse
The various theories of acting in the modern theater from Delsarte to the present, with an opportunity for students to put these theories into practice. Stagecraft laboratory is required.

31 HISTORY OF THE THEATER F Mr. Converse
The theory and mechanics of the drama, beginning with ancient man and continuing to the modern period, including inquiry into the playwright's art as well as study of the staging and production of specific plays.

32 THEATRICAL PRODUCING AND DIRECTING S Mr. Converse
The principles and techniques of the director's art. Each student produces and directs a play as part of the application of production theory.

33 ADVANCED ACTING W Mr. Converse
Principles and techniques of acting for the student who has had previous experience or training in this field. Emphasis is upon acting demonstrations and individual conferences.

34a,b HISTORY OF DRAMA IN THE WESTERN TRADITION WS Mr. Fishman
The first term concentrates entirely on classical drama, primarily that of the Greeks with special attention given to the origins of drama and the meaning of tragedy. The second term focuses on the major periods of post-classical drama in England, Continental Europe, and America. The major emphasis of the second term is on extremely contemporary American drama. In both courses, the influence of extra-literary matters (staging, theatre-history, audience, etc.) is given special attention. An attempt is made to focus on the unique relationship between drama and society. The coures are designed to be taken independently.

Music

An integrated approach to theory, history and performance is essential in the training of a music major in any liberal arts college. Consequently the course of study for music majors at Lake Forest College is planned with this in mind.

In the required theory courses, of which there are four, the students first work with such basic musical materials as melodic and chordal structures. Then they are introduced to the study of modes of formal organization and musical analysis. Combined with all these facets of study are ear training, keyboard, sight-singing, and creative work. This concentrated study of the theoretical aspects found in harmony and counterpoint is essential for full comprehension of the study of styles in the advanced history courses.

Courses in music history, like those in art, are organized on the basis of the major stylistic periods found in music literature of the Western World. In addition to the study of the development of music in its historical perspective, there is an exploration of the relationship of musical developments to those of other arts of the same period. Music 12, Introduction to Music Literature, is a prerequisite for the advance courses in music history.

Finally, a music major must demonstrate a minimum keyboard proficiency. To satisfy this requirement, students must be able to play compositions on the level of Bach's "Two Part Inventions" and some of the easier classical sonatas; also it is hoped that students will be able to sight-read simple scores.

Regular faculty members give instruction in piano, voice, and organ. Instruction in stringed, brass and woodwind instruments is made available by special arrangement with qualified instructors from either the Chicago Symphony Orchestra, the Lake Forest Symphony Orchestra, or other schools.

The co-curricular musical organizations of the department are the College Choir and the Madrigal Singers. Students interested in instrumental music are encouraged to become members of the Lake Forest Community Orchestra and the student-directed band. These groups present frequent concerts throughout the school year and provide excellent musical experience for all participants.

The major includes Music 12; 15a,b,c (all of which should be taken during the freshman or sophomore year); 31 a or b; 34, 25a,b; and 36. In addition, majors must have one year of applied music and some experience in choral or instrumental ensembles. Students desiring to seek advanced degrees in music history should gain reading knowledge of German.

11 APPLIED MUSIC Miss Bowen, Mrs. Faller, Mr. Huhn, Mrs. Lanza, Mrs. Scheuzger
Private instruction in flute, piano, organ, violin, and voice. One-half hour lesson and at least seven hours of practice per week are expected. Students who complete one year of instruction in any one of these will receive credit for one course.

12 INTRODUCTION TO MUSIC LITERATURE F,W,S
The major musical styles and media of performance from the Middle Ages to the present, with emphasis upon listening. No previous knowledge of music is required.

15a,b,c MUSIC THEORY FWS — Miss Bowen, Mr. Smith

Basic vocabulary; scales, intervals, triads, seventh chords, inversions of chords, and altered chords. An integrated study of four-part harmony, analysis, sight-singing, keyboard and ear training. In addition, original work is based upon examples from music of the 18th and 19th centuries.

25a,b MUSIC IN THE CLASSIC AND ROMANTIC ERAS FW — Mr. Kirby, Mr. Marshall

Stylistic traits in the eighteenth and early nineteenth centuries with emphasis on the works of Haydn, Mozart, and Beethoven. In the second term, representative nineteenth century Romantic Composers: Schubert, Schumann, Liszt, Brahms, and Wagner.

31a,b COUNTERPOINT WS — Miss Bowen

Strict counterpoint of the 16th and 18th Centuries. A study of "species" counterpoint using both modal and tonal approaches in projects in the first term.

A study of the contrapuntal techniques found in the inventions and fugues of J. S. Bach. Written projects will be based on the principles of free counterpoint in the second term.

32 ADVANCED MUSIC THEORY F — Miss Bowen

Techniques of modern harmony and counterpoint. Written projects and study of contemporary scores (Offered as required).

33 MUSIC IN THE MIDDLE AGES AND RENAISSANCE F — Mr. Kirby, Mr. Marshall

Music history from Gregorian chant to the end of the sixteenth century (In alternate years. Offered in 1972-73).

34 MUSIC IN THE BAROQUE PERIOD F — Mr. Kirby, Mr. Marshall

Representative composers from 1600 to 1750, with special attention given to J. S. Bach (In alternate years. Offered in 1971-72)

36 TWENTIETH CENTURY MUSIC W — Miss Bowen

Trends, techniques and leading composers of modern music, from the French Impressionists to the present (In alternate years. Offered in 1972-73).

37 HISTORY OF OPERA W — Mr. Kirby, Mr. Marshall

The literature, performance and analysis of the world's great operas (In alternate years. Offered in 1972-73).

38 AMERICAN MUSIC S — Mr. Kirby

Music in America from the time of the Pilgrims to the present day. This course would include not only "art" music but traditional music and jazz (In alternate years. Offered in 1971-72).

45 SEMINAR IN MUSIC HISTORY S — Mr. Kirby, Mr. Marshall

(Offered as required)

FOREIGN LANGUAGES

Professor Dilkey
Associate Professors, Radandt, G. Speros
Assistant Professors Moore, Seaman, Willrich
Lecturers Berg, Garneau, **Saltoun, ‡I. Speros, Wilton, Zuze
Instructor Carr

The study of a foreign language is an integral part of the total liberal arts curriculum. Its purpose is to gain an insight into and a better understanding of other languages and cultures. To encourage the liberal arts student to submerge himself in another cultural environment during his undergraduate experience, beyond that received on the home campus, the Department has established branches abroad.

The Department of Foreign Languages at Lake Forest offers courses in four of the modern languages (French, German, Spanish, and Russian). It is the purpose of the department to equip students with the ability to read rapidly and accurately and to converse and write in the language selected for study with an acceptable degree of fluency. It is also expected that the student will gain some insight into the cultural history and civilization represented by the language chosen and relate this to his other studies in the liberal arts curriculum. For the student planning to major in one of the foreign languages, advanced level courses are designed to present a broad and fairly intensive survey of each of the major literary periods and further perfect the student's fluency in oral and written composition.

For the student planning only to satisfy the College's language requirement, the satisfactory completion of *21b* will suffice. To satisfy the foreign language requirement the student will normally require the training provided during the first five terms. Entering students desiring to continue with a language studied in secondary school will be given placement examinations to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one term at the college level, so that a student presenting, for example, two years of secondary school language credit may be expected to resume language study with the third term of the beginning course. A student who enters the College with exceptional foreign language training may elect to meet the foreign language requirement by passing a proficiency examination. These examinations are devised to test the student's ability to read and comprehend appreciable quantities of moderately difficult material in a foreign language and to converse idiomatically on non-technical subjects. A reading list of material to be covered on the examination is available to those students who elect to meet the foreign language requirement in this manner.

The department is particularly fortunate in having a modern, thirty-booth language laboratory completely equipped to enable the student to

**Leave of Absence, 1971-72
‡Part-Time Teaching, 1971-72

hear native speakers read aloud the assigned texts, record his own imitation of the native voice, and play back the two for comparison. At the present time the laboratory possesses over 1,500 student tapes, including not only textbook materials but also dramas, operas, poetry readings and lectures in the various foreign languages. This collection is constantly being expanded, especially with material designed for advanced study.

Numerous cultural programs and activities of the College are made available to language students. Term abroad programs in France, Germany, and Spain, open to majors and non-majors alike, are taught in the language of the country and are under the supervision of the Department. Two other foreign programs, in Florence and Athens, offering courses taught in English, are available as well (see description on page 34). There is an active chapter of Phi Sigma Iota, the Romance Language Honor Society, which sponsors extra-curricular cultural activities and prepares *Collages,* a magazine of student writing in the Romance languages.

A major may be obtained in French, German, or Spanish and will consist of a minimum of nine term courses. Courses numbered lower than *22* will not count in the major. As a useful preparation for eventual graduate study, language majors are encouraged to become familiar with the aims and techniques of scholarship through the Senior Seminar, independent study and research projects offered by the Department, as well as a second foreign language.

Courses 11a,b,c and 21a,b or the equivalent are prerequisites to all other courses in each language. Courses 22 and 23 are highly recommended for students intending to register in the literature courses which follow. All courses numbered 21 and above are given in the foreign language. To receive credit for beginning courses in the *first* foreign language (used to fulfill the foreign language requirement), all three terms must be completed satisfactorily; however, credit is received for satisfactory completion of 11a,b in a *second* foreign language.

George L. Speros, *Chairman*

French

11a,b,c BEGINNING FRENCH FWS

11a Using the structural approach, this course is designed to develop the student's ability in listening to, speaking, reading and writing basic controlled patterns of the French language. *11b,c* Using the same approach, this course starts the student in reading material of a cultural nature, in gaining greater insight into the psychology of the language, and furthermore, in implementing his understanding of the structure of the language *through free composition. Laboratory work is an integral part of the* series. (11c is also offered in the Fall Term)

12a,b,c ACCELERATED FRENCH FWS

An introductory accelerated course designed to satisfy the foreign language requirement in three terms. Five hours of language instruction per week, plus five hours (four in 12b, three in 12c) of conversation, drill and cultural enrichment. Supplemented by laboratory exercises.

21a,b INTERMEDIATE FRENCH FW and WS

The intermediate course seeks to develop the student's ability to read accurately and with ease literary and expository prose. Written compositions play a more important role than in the first year course. Laboratory work continues to be a part of the course and carries over into active class discussion in French. The reading materials are intended to provide insights into French culture and society, as well as exposure to the breadth of the Francophone world.

22 COMPOSITION AND CONVERSATION FS

Intensive training in oral and written expression. Literary translation, stylistics and versification. Required for students intending to register in the literature courses which follow.

23 INTRODUCTION TO FRENCH LITERATURE S

Selected readings from the medieval through contemporary periods, presented to demonstrate literary movements, the uses of literature, and critical approaches. Intended to give the student perspectives necessary for the period courses which follow.

30 FRENCH CIVILIZATION F

Aspects of French civilization, touching on art, politics, philosophy and history. (Offered only in Dijon. Credit not applicable toward major in French.)

31 MEDIEVAL LITERATURE W Mr. Seaman

Reading in Old French and in modern French versions of the *Chanson de Roland,* the courtly novel of Chrétien de Troyes, *Le Roman de la Rose,* lays of Marie de France, and *Tristan et Iseut.* Also, the poetry of troubadours and Villon, religious theatre and the farce. (In alternate years, offered 1972-73.)

32 RENAISSANCE LITERATURE S Mr. Garneau

Humanism, Reform, Petrarquism, and the Baroque as reflected in the works of Rabelais, Montaigne, Calvin, the *Pléiade* poets. (In alternate years. Offered in 1971-72.)

33 SEVENTEENTH CENTURY LITERATURE S Mrs. Willrich

Reading and analysis of texts selected from the literature of the Golden *Age, stressing the theater of Corneille, Racine, and Molière and the work* of Madame de Lafayette. Attention is also given to the philosophers and moralists of the Classical period. (In alternate years. Offered in 1971-72.)

34 EIGHTEENTH CENTURY LITERATURE S

A consideration of the major literary and philosophical writings of the Age of Enlightenment. Emphasis will be on Montesquieu, Voltaire, Rousseau, and Diderot. (In alternate years. Offered in 1972-73.)

35a,b NINETEENTH CENTURY LITERATURE FW Mr. Garneau
The Romantic school, as illustrated by the major poets and playwrights, as well as Chateaubriand, Stendhal, the prose writings of Victor Hugo and others in the first term. Realism and Naturalism with stress on the novels of Balzac and Flaubert and the poetry of the Parnassian and the Symbolist schools. (In alternate years. Offered in 1972-73.)

36a,b TWENTIETH CENTURY LITERATURE FW Mr. Seaman
This course is divided by genre. The first term (36a) deals with poetry and theatre. Poets Valéry and Apollinaire are studied, as well as Surrealism, Concrete Poetry, poetry in song, and Black French writers of Africa and the Caribbean. The theatre of Anouilh and Giraudoux is examined, as well as Genêt, Beckett, and theatre of the Absurd. The second term (36b) centers on study of the major novelists of the period. (In alternate years. Offered in 1971-72.)

41 ADVANCED COMPOSITION AND CONVERSATION S
Advanced grammar review and composition. Required of all majors planning to teach French (Offered as required).

45 SEMINAR
An intensive investigation of a significant literary problem or period, or of the works of one author. Topics to be announced (Offered as required)

German

11a,b,c BEGINNING GERMAN FWS
This course is designed to develop the student's facility in German through a structural approach, stressing simultaneously all the language skills: reading, writing, speaking and listening. Laboratory work is an integral part of the course. The reading materials introduce the student to several areas of the culture and civilization of German-speaking countries. (11c is also offered in the Fall Term)

21a,b INTERMEDIATE GERMAN FW and WS
The intermediate course seeks to develop the student's ability to read accurately and with ease expository as well as literary prose of moderate difficulty. Compositional exercises play a more important role than in the first year course. Laboratory work continues to be part of the course and carries over into active class discussions in German. The reading materials are intended to provide a knowledgeable understanding of the social and cultural structure of the German-speaking countries. The student is expected to expand greatly his active and passive vocabulary.

22 COMPOSITION AND CONVERSATION S Mr. Radandt
Intensive training in oral and written expression. Special emphasis is laid on a systematic study of common idiomatic expressions in German. (Offered in Berlin in 1971-72)

23 INTRODUCTION TO GERMAN LITERATURE W Mr. Radandt
This introductory course is designed to familiarize the student with some basic methodological aspects of literary analysis through a detailed study of selected works (prose, drama, and lyric) from the eighteenth, nineteenth, and twentieth centuries. The works read will be representative of the major trends, movements, or themes in German literature. The course is open to all students who have passed German 21b or the equivalent.

31 FROM LESSING TO THE STURM UND DRANG W Mr. Radandt
A study of some of Lessing's critical and dramatic works and a discussion of their role in the development of the literature of the eighteenth century. The Sturm und Drang authors to be considered in this course are Herder, young Goethe, Lenz, and the early Schiller. (In alternate years, offered in 1971-72.)

32 GOETHE AND SCHILLER S Mr. Dilkey
Representative mature works by both writers will be read and discussed in detail, including the drama, epic, ballad, lyric and theoretical writings. (In alternate years, offered in 1971-72.)

33 FROM ROMANTICISM TO 1848 F Mr. Radandt
A discussion of the great changes in German drama during the first half of the nineteenth century (Kleist, Grillparzer, Grabbe, Büchner, Hebbel), and a study of the lyric and prose of Heine and Young Germany. (In alternate years, offered in 1972-73.)

34 THE GERMAN NOVELLA FROM TIECK TO HAUPTMANN W Mr. Dilkey
A study of the particular form of the novella and its development in the nineteenth century. (In alternate years, offered in 1972-73.)

35 GERMAN DRAMA SINCE 1890 F Mr. Dilkey
Outstanding dramatic works since the rise of Naturalism are read, analyzed and related to their periods in cultural history; Holz, Hauptmann, Wedekind, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Frisch, and others to be selected. (In alternate years, offered in 1971-72.)

36 MANN, RILKE, KAFKA, and MUSIL S Mr. Radandt
A detailed analysis of selected works by these major literary figures of the twentieth century. (In alternate years, offered in 1972-73.)

41 ADVANCED COMPOSITION AND CONVERSATION
Advanced grammar review and composition. Required of all majors intending to teach German. (Offered as required)

45 SEMINAR
Intensive investigation of a significant problem or period or of the works of one author. Topics to be announced. (Offered as required)

Greek

11a,b,c BEGINNING GREEK
(Not currently offered)

21a,b INTERMEDIATE GREEK
(Not currently offered)

Italian

11a,b,c BEGINNING ITALIAN
The beginning language sequence is patterned to cultivate concurrently the basic language techniques and the psychology of the language. The student learns to speak, to read, to write and to comprehend through classroom work and the language laboratory. Graduated reading materials and discussions in basic Italian are used to introduce the mores of Italian-speaking culture. (Not currently offered)

21a,b INTERMEDIATE ITALIAN
The intermediate courses continue to build the language techniques. The student gradually improves his abilities to speak, to read, to write and to comprehend with ease. Through moderately difficult texts on Italian civilization, selected literary works, classroom discussions and the language laboratory, the student continues to augment his understanding of the Italian-speaking culture. (Not currently offered)

Latin

11a,b,c BEGINNING LATIN — Mr. Moore
The beginning language sequence is structured to develop the student's basic language technique in Latin. Survey reading from Republican and Augustan prose writers is designed to accelerate comprehension and to give the student basic acquaintance with the Roman society and culture. (11c offered in Fall Term, 1971-72; 11a,b not currently offered)

21a,b INTERMEDIATE LATIN WS — Mr. Moore
A literary study of Vergil's *Aeneid,* its themes and structures, with some attention to oral and written epic tradition. The elegiac love poetry of Tribullus, Propertius and Ovid. Attention to their cultural ambiance. (Offered only in 1971-72)

31 ROMAN LYRIC VERSE — Mr. Moore
The origin and development of the Latin lyric with emphasis on the iambics and elegiacs of Catullus and the *Odes* and *Epodes* of Horace. (Offered as required.)

33 ROMAN COMEDY — Mr. Moore
The history of Roman comedy. A play each of Plautus and Terence is studied with emphasis on plot structure, characterization, and Greek influences. (Offered as required.)

34 THE REIGN OF NERO — Mr. Moore
An examination of the historical and biographical contributions of Tacitus and Suetonius to an understanding of the emperor and his era. (Offered as required.)

35 VERGIL AND LUCRETIUS F — Mr. Moore
The *Eclogues* and *Georgics* of Vergil with some attention to mathematics and thematic patterns. The poetry and philosophy of the *De Rerum Natura* of Lucretius. (Offered in Fall, 1971-72.)

36 IMPERIAL PROSE — Mr. Moore
Currents of morality and immorality. The *Satyricon* of Petronius and the *Epistulae Morales* of Seneca. (Offered as required.)

37 ROMAN SATIRE — Mr. Moore
The history of Roman satire from its origins through Juvenal. A literary and social study of the aims and methods of the major satirists with emphasis on Horace. (Offered as required.)

Philology

25 ROMANIC PHILOLOGY S — Mr. Berg
A study of the evolution of the Romance languages from Latin with emphasis on French, Spanish and Italian. The course considers major changes in phonology and morphology and the more meaningful and attested changes in syntax. Recommended as a prerequisite is the equivalent of two high school years of Latin. Required is a basic knowledge of one of the modern Romance languages. Credit offered as an elective only. Taught in English. (Credit not applicable toward major in French, German or Spanish. In alternate years, offered in 1971-72.)

Russian

11a,b,c BEGINNING RUSSIAN FWS — Mrs. Zuze
The beginning language sequence is patterned to cultivate concurrently the basic language techniques and the psychology of the language. The student learns to speak, to read, to write and to comprehend through classroom work and the language laboratory. Graduated reading materials and discussion in basic Russian are used to introduce the mores of the Russian-speaking culture.

21a,b INTERMEDIATE RUSSIAN FW — Mrs. Zuze
The intermediate courses continue to build the language techniques. The student gradually improves his abilities to speak, to read, to write and to comprehend with ease. Through moderately difficult texts on Russian civilization, selected literary works, classroom discussion and the language laboratory, the student continues to augment his understanding of the Russian-speaking culture.

22 CONVERSATION AND COMPOSITION S — Mrs. Zuze
Vocabulary building (recognition and derivation of words). Written and oral expression. Reading selections from Russian geography, history, culture, and government.

23 INTRODUCTION TO RUSSIAN LITERATURE S Mrs. Zuze
Selected reading from the literary works of the nineteenth and twentieth centuries. Intended to give the student the perspective necessary for the period courses which follow. (Not offered in 1971-72.)

30 RUSSIAN SHORT STORIES S Mrs. Zuze
The craft and evolution of Russian short stories from Karamzin to Chekhov. Extensive reading and class discussion. (Offered 1972-73.)

31a,b,c SURVEY OF NINETEENTH CENTURY LITERATURE FWS Mrs. Zuze
Reading and discussion of the representative masterpieces of poetry and prose of the "Golden Age" in Russian literature. (In alternate years. Offered in 1972-73.)

32a,b SURVEY OF TWENTIETH CENTURY LITERATURE FW Mrs. Zuze
Reading and discussion of selected literary works with a special emphasis on the post-revolutionary period and current trends in Soviet literature. (In alternate years. Offered in 1971-72.)

41 ADVANCED COMPOSITION AND CONVERSATION S Mrs. Zuze
Advanced review of syntax, stylistics and phonetics. Required of students intending to teach Russian. (Offered as required.)

45 SEMINAR
An intensive investigation of a significant literary problem or period, or of the works of one author. Topics to be announced. (Offered as required.)

Spanish

11a,b,c BEGINNING SPANISH FWS
The beginning language sequence is patterned to cultivate concurrently the basic language techniques and the psychology of the language. The student learns to speak, to read, to write and to comprehend through classroom work and the language laboratory. Graduated reading materials and discussion in basic Spanish are used to introduce the mores of the Spanish-speaking cultures. (11c is also offered in the Fall Term. 11a and 11b are also offered on a programmed basis during the Winter and Spring Terms.)

21a,b INTERMEDIATE SPANISH FW and WS
The intermediate courses continue to build the language techniques. The student gradually improves his abilities to speak, to read, to write and to comprehend with ease. Through moderately difficult texts on Spanish civilization, selected literary works, classroom discussion and the language laboratory, the student continues to augment his understanding of the Spanish-speaking cultures.

22 COMPOSITION AND CONVERSATION F Mr. Berg
Intensive training in oral and written expression. Speeches, both extemporaneous and assigned, on a wide variety of topics. Emphasis on idiomatic expression. Required for students intending to register in the literature courses which follow.

23 INTRODUCTION TO SPANISH LITERATURE S Mr. Speros
Selected reading in literary works from the medieval through contemporary periods. This course is designed to familiarize the student with basic methodological aspects of literary analysis. Intended to give the student perspectives for the period courses which follow.

30 SURVEY OF SPANISH LITERATURE F
A history of Spanish literature from its origin to the end of the Golden Age (1681). Reading of representative works and written reports on assigned topics. (Offered in Madrid only. Not offered in 1971-72.)

31 SPANISH CIVILIZATION F
Aspects of Spanish civilization touching on the historical, artistic, political, physical and racial influences which have molded the Spanish culture. (Offered in Madrid only. Credit not applicable toward major in Spanish.)

32 NINETEENTH CENTURY LITERATURE S Mr. Speros
A literary approach to history of the period with reading of representative works: essays of Costumbrismo on the vices and virtues of society; poetry and drama *(Don Juan Tenorio, Don Alvaro o La Fuerza del Sino,* etc.) from Romantic period; novels and plays from the period of Regionalism-Realism. (In alternate years, offered in 1971-72.)

33a,b TWENTIETH CENTURY LITERATURE FW Mrs. Wilton
Generation of '98; Spain's economic, political and spiritual condition as reflected in the different reactions of Ortega y Gasset, Unamuno, Baroja and Antonio Machado in the first course. Post-generation of '98; trends in poetry, novel and drama since the Generation of '98; impact of World War II on writers in the second course. (33a offered in Madrid only in Fall Term, 1971; 33b not offered in 1971-72.)

34a,b SPANISH-AMERICAN LITERATURE FW Mr. Speros
Literature resulting from conquest of Aztecs, Incas and Araucans; study of works from Colonial Period through first half of the 19th century in the first course. Post-romantic writers, *poesia gauchesca,* Modernism and Realism in the second course. (34a offered in Madrid only in Fall Term, 1971; 34b offered Winter Term, 1971-72.)

35a,b MEDIEVAL AND GOLDEN AGE LITERATURE FW Mrs. Wilton, Mr. Speros
Major works from *El Cid* during the height of the Moorish period to *La Celestina* at the beginning of the Renaissance in the first course. Poetry, drama, novels of the Golden Age with special emphasis on Cervantes, Lope de Vega and Calderon de la Barca in the second course. (In alternate years, offered in 1972-73.)

41 ADVANCED COMPOSITION AND CONVERSATION S Mrs. Wilton
Advanced grammar review; composition with emphasis on style. Required of majors intending to teach Spanish. (In alternate years, offered in 1972-73.)

45 SEMINAR
Intensive investigation of a significant problem or period, or of the works of one author. (Offered as required.)

GEOGRAPHY

11 PRINCIPLES OF GEOGRAPHY* S
An introduction to geography including a study of land, water, air, the distribution of plant and animal life, man and his industries and the interrelations of these factors. (In alternate years, offered in 1971-72.)

HISTORY

Professors Hantke, Pese, **Sproat
Associate Professors Grossman, †T. Moodie, Zilversmit
Lecturer ‡C. Moodie
Instructors James, Slaughter

History is a liberating discipline. Through the study of the rise and growth of major civilizations, the individual secures firm roots in the past, thereby freeing himself for intelligent and efficient innovation in the present. History helps the individual to understand the major issues that perplex the world and to act upon them with vigor and economy. Acquiring the advantage of historical perspective, the student of history learns to view future needs and present crises with the detachment that may spell the difference between wisdom and impulse.

Because history is a humanistic study as well as a social science, the Department of History offers preparation to individuals intent upon almost every career and profession. While the department especially offers a sound undergraduate foundation for students who wish to continue their study in graduate schools, it seeks to help students sharpen their critical faculties for any future calling.

Students majoring in history are expected to complete two terms of History 11 (either 11a,b or 11b,c but not 11a,c alone), and both terms of History 22 by the end of the sophomore year. In addition, majors will elect at least four advanced courses (to include both American and European history) and one seminar (either History 47 or History 48). Honors sections of History 11 are open, by invitation of the department, to well-qualified freshmen and sophomores, based on performance in secondary school or in History 22.

Seminars, required for all majors, are also open to qualified students from other departments at the discretion of the instructor. Able students are encouraged to engage in independent study programs in the junior and senior years, and the department takes special interest in encouraging senior thesis work leading to the degree with honors.

John G. Sproat, *Chairman*

11a,b,c THE DEVELOPMENT OF MODERN EUROPE FWS
Mr. Grossman, Mr. James, Mrs. Moodie, Mr. Pese

Political, social, and intellectual developments in modern European history. First term, the Reformation through the Enlightenment; second term, the French Revolution to 1900; third term, 1900 to the present.

22a,b THE AMERICAN EXPERIENCE FW and WS Mr. Hantke, Mr. Sproat, Miss Slaughter, Mr. Zilversmit

The growth of American democracy from colonial times to the present, with emphasis upon the political and economic framework of American civilization. Special attention to social and intellectual currents and to the emergence of the United States as a leading world power.

† Sabbatical Leave of Absence, 1971-72
‡ Part-time Teaching, 1971-72.
** On Leave of Absence, Spring Term, 1971-72

23 AMERICAN ECONOMY W Mr. Hantke

Economic growth of the United States from colonial times to the present (In alternate years, offered in 1972-73.)

24 SOCIAL CHANGE IN AMERICA W Mr. Sproat

Analysis of changing values and conditions in American history, through the intensive study of significant works in American civilization. Study of a few selected topics in depth. Prerequisites: History 22a,b or permission of instructor.

25a,b SOCIAL AND ECONOMIC HISTORY OF MODERN EUROPE
Mr. Moodie

Problems of the economic and social evolution of Europe since the industrial revolution. The first term deals with the industrialization and urbanization of Europe in the nineteenth century and with the ideologies and movements growing out of that transformation. The second term considers social and economic change in the twentieth century, the dislocations resulting from the First World War, the upheavals of the twenties and thirties and the emergence of a new European society after 1945. Prerequisites: History 11b,c or permission of the instructor (Not offered in 1971-72).

26a,b EUROPE IN THE MIDDLE AGES W,S Mr. Grossman

Political, social, and intellectual history of Europe from the period of the *barbarian invasions in the fourth century* to the Renaissance in the sixteenth century.

28a,b AFRICAN-AMERICAN HISTORY WS Miss Slaughter

Survey of certain phases of the experience of African people within the United States. First term: the period of forced migration through the Age of Accommodation. Second term: the period of Exodus through the New Nationalism of the present. Prerequisite: History 22a,b and History 29a, or permission of instructor.

29a,b HISTORY OF AFRICA FW Miss Slaughter

Emphasis is on subSaharan Africa. The resurrection of the true identity of Africans and their contributions to world history. First term: from African freedom to Western colonization. Second term: from colonization to the struggles for independence and liberation.

30 EUROPEAN INTELLECTUAL HISTORY SINCE 1700 F Mr. Pese

The impact of significant trends in European thought since 1700 on the present. Special attention is given to the changes in the scientific climate and in cosmological concepts; the development of the Social Contract theories in Hobbes, Locke and Rousseau; the rise of laissez-faire ideology; Marxism and Leninism; Darwinism; and Freudian psychology. (Not offered in 1971-72.)

31a,b ANCIENT CIVILIZATION FW Mr. Grossman

The history and modern study of civilization of the ancient Near East, and the political and cultural history of Greece from the earliest times to the Hellenistic era. The political, constitutional and cultural history of Rome (In alternate years: offered in 1972-73.)

33a,b THE HISTORY OF ENGLAND FW — Mr. Pese

British historical development from the coming of the Anglo-Saxons to the end of the Tudor era, and the course of British history from the Stuarts to the present.

34a,b RUSSIA, TSARIST AND SOVIET FW — Mrs. Moodie

Russia from late medieval times to the present. Special emphasis on the political and economic institutions of Tsarism; Russia as an "underdeveloped" society with special problems of modernization and cultural identity; the revolutionary movements; the development of Soviet society under Lenin and Stalin. *Prerequisite: two terms of History 11 or permission of instructor.*

35a,b THE FAR EAST FW — Mr. Hantke

The rise of modern China and Japan, and their relations with the western powers.

37 *REVOLUTIONARY EUROPE* S — Mr. Moodie

Political and social history of Europe during the era of the French Revolution and Napoleon. Prerequisites: two terms of History 11 or permission of instructor. (Not offered in 1971-72.)

38 CENTRAL EUROPE F — Mr. Pese

Problems of central Europe's political, social, and intellectual development from the 17th century to the present. Emphasis on Germany, but attention also to the Baltic and Slavic areas. Prerequisite: Two terms of History 11 or permission of instructor.

39 RECENT AMERICAN HISTORY F,S — Mr. Hantke

The major political, social, and economic institutions of contemporary America.

41a,b AMERICAN INTELLECTUAL HISTORY FW — Mr. Zilversmit

The intellectual main currents in American history, as expressed in political and economic thought, theology, science, philosophy, and literature. Prerequisites: History 22a,b or English 21a,b or permission of instructor.

42 AMERICA IN THE MODERN WORLD S — Mr. Sproat

American diplomacy in the modern era. Emphasis on the Cold War, the American responses to the 20th century revolutions, and the relation of domestic developments to diplomacy. Prerequisites: History 22a,b or permission of instructor. (Not offered in 1971-72.)

47 SEMINAR IN AMERICAN HISTORY F — Mr. Sproat

Subject, 1971-72: Violence in America.

48 SEMINAR IN EUROPEAN HISTORY S — Mrs. Moodie

Subject, 1971-72: European Society in the 1920's.

INTERNATIONAL RELATIONS

Committee: Professors
Herlihy, †Mills,
Sproat, Steamer
Assistant Professor:
Galloway *(Adviser)*

The following courses are required of majors in International Relations: Economics 11; Politics 11, 35, 36; History 11b, c or 22a, b; Sociology and Anthropology 11; a foreign language through the 21b course; and International Relations 45.

In addition at least five courses must be elected from the following: Economics 12, 14, 32, 37; Politics 15, 16, 22, 28, 38, 44; History 25, 34a, 34b, 35a, 35b, 38; Psychology 22; Religion 31; Sociology and Anthropology 12, 13, 24, 32, 41, 44.

Students may also meet some of their requirements through taking particular independent studies or colloquia. In the past, such topics have been covered as Colonialism, Modernization, Violence and Social Change.

45 SEMINAR S — Mr. Nelson

Subject, 1971-72: The Middle East.

† Sabbatical Leave of Absence, 1971-72

MATHEMATICS

Professors †Shively, Troyer
Associate Professor Smith
Assistant Professors Cochran, Packel
Lecturer ‡Salam
Instructor Bopp

The Department of Mathematics has developed a flexible program of courses designed to fulfill the needs of all students in the College. In addition to those students who wish to concentrate in mathematics and the sciences, several courses have been developed which are appropriate for those whose major interests are in the humanities and social sciences.

The minimum requirement for a major in mathematics consists of Mathematics 12a,b,c; 21a,b,c; 35a,b; 36. At least one year of physics is required and a reading knowledge of one foreign language is strongly recommended. Students who plan to enter graduate school to seek degrees in mathematics almost certainly will complete Mathematics 41a,b; 45, and an additional elective.

Certain sections among the courses required for the major are designated as Honors sections. Students who are chosen for the Honors sections complete the minimum requirements for the major in two rather than the usual three years. Advanced courses and independent study may then be started as early as the junior year.

Mathematics 14, 16, and 17 are courses strongly recommended for students in the humanities and social sciences who wish to elect a mathematics course as part of their undergraduate training. The emphasis in Mathematics 14 and 16 is on principles and concepts rather than techniques. A large portion of these courses is devoted to mathematics that is used in the social and behavioral sciences.

The Department of Mathematics uses the new College computing center to integrate computer science and computer techniques into all its courses. In addition to using the computer as a tool for the numerical solution of problems and faculty research, it is utilized to augment the understanding of concepts and principles. All students who elect mathematics courses are provided informal training in computer programming.

Ralph L. Shively, *Chairman*

12a,b,c CALCULUS AND LINEAR ALGEBRA FWS
The calculus of functions of a single variable. The first two terms will include such topics as limits and continuity, differentiation and applications, and integration and applications. The third term will be an introduction to linear algebra. Prerequisite: Three and one-half years of high school mathematics.

21a,b,c ADVANCED CALCULUS FWS Mr. Cochran
During the first term the techniques of elementary calculus will be completed. This will include a study of ordinary differential equations of first order, second order and higher order differential equations with constant coefficients, infinite series, multiple integration and partial differentiation. The last two terms will include functions of several variables, Stokes and Green's theorems, and other topics which will provide a transition from elementary calculus to functions of real variables. Prerequisites: Mathematics 12a,b,c.

† Sabbatical Leave of Absence, 1971-72.
‡ Part-time Teaching, 1971-72.

33 TOPICS IN ANALYSIS W Mr. Cochran
Such topics as functions of complex variables, Fourier series, integral transforms, special functions and partial differential equations of mathematical physics. Prerequisite: Permission of the instructor.

34 NUMERICAL ANALYSIS F Mr. Packel
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prequisite: Permission of the instructor.

35a,b ALGEBRA WS Mr. Troyer
Set theory, groups, rings, integral domains, fields. Prerequisite: Mathematics 21c or permission of the instructor.

36 GEOMETRY F Mr. Troyer
Selected topics from affine, Enclidean, non-Euclidean, projective and differential geometry. Prerequisites: Mathematics 35a,b.

37 MATHEMATICAL PROBABILITY W Mr. Smith
Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 21a.

41a,b INTRODUCTION TO TOPOLOGY AND REAL VARIABLES FW
General topology. The geometry and calculus of functions of one and several real vairables. Prequisites: Mathematics 21c, 35a,b, and permission of the instructor. (Not offered in 1971-72.)

45 SEMINAR S

Courses not Counted Toward the Major

11 ELEMENTARY ALGEBRA AND TRIGONOMETRY F Miss Bopp
Binomial theorem and mathematical induction. Radian measure, trigonometric functions and their properties. Complex numbers, elementary theory of equations, determinants.

14 INTRODUCTION TO MODERN MATHEMATICS W Mrs. Salam
The emphasis in this course will be on principles and concepts rather than on techniques. Topics in finite mathematics. Limits and the notions of the derivative and the integral. Applications to the physical, social, and biological sciences. Not open to students who have completed Mathematics 12a.

15 ELEMENTARY PROBABILITY AND STATISTICS F
Elementary probability, distribution, sampling, statistical inference, regression and correlation. Not open to students who have had Mathematics 12b or courses with numbers beyond Mathematics 12b. (Not offered in 1971-72.)

16 TOPICS IN MODERN MATHEMATICS S Mr. Troyer
Topics from probability, number theory, linear and modern algebra, cardinal and ordinal numbers. Prerequisite: Mathematics 12b.

17 COMPUTER SCIENCE I WS Mr. Packel
This course is designed especially for students in the social sciences and humanities. It will include the concepts of programming languages, an algorithmic approach to the solution of problems, and experience in handling the computing equipment. Not open to students who have completed Mathematics 12b.

PHILOSOPHY

Associate Professors †Hansen, Lessing
Assistant Professor Patel
Instructors Gean, Stewart

Philosophy can be valued for its own sake; at the same time it can be vitally related to many other human activities. Of course, the style and interests of particular philosophers vary. Some challenge and clarify the assumptions that underlie beliefs, institutions, and behavior — be they moral, political, scientific, artistic, religious. Others develop a concern with significant experiences which reveal the meaning of human existence. The field thus includes a genuine diversity of world-views and specific insights developed by individuals endeavoring to discover essential truths through critical and original thinking — striving for coherence of thought, consistency of argument, clarity, enlightenment, and authentic transformation of human life. Sometimes these kinds of thinking are developed in dialogue, sometimes in solitude. They emerge out of the history of culture as much as out of deeply felt personal experience. Either source can give rise to wonder, which Plato and Aristotle marked as the beginning of philosophy.

The Department of Philosophy at Lake Forest College attempts to help students develop a philosophic approach to their immediate situation, to their long range goals, and to the thought and action of other men in the past, present, and future. In agreement with our description of philosophy, we emphasize philosophic issues and techniques. We believe that students should study classical philosophic works not primarily to accumulate a body of knowledge but rather to learn effective methods of critical thinking and deeper understanding.

Philosophy majors will, of course, get thorough preparation for graduate study, if that is their aim. But the courses in the department are meant to serve all majors and be relevant to all modes of postgraduate life. Many upper level courses are open to students who have taken only the introductory course (Philosophy 11), which is a prerequisite for all other courses unless waived in writing by the instructor. The major must include Philosophy 21a, c, and d, and Philosophy 45.

Course descriptions given below suggest the kinds of topics and writers to be considered. More detailed descriptions and reading lists are posted on the departmental bulletin board outside Reid 207 prior to the term in which they are offered. In addition, past course syllabi and final examinnations are available for perusal in Plato's Pit (Reid 208).

Forest Hansen, *Chairman*

† Sabbatical Leave of Absence, 1971-72.

11 INTRODUCTION TO PHILOSOPHY F,W,S — Staff

An introductory exploration of the field of philosophy — its issues, possibilities, methods, concepts, and scope — through discussions of primary readings. Major works by such philosophers as Plato, Descartes, and Nietzsche are studied. A prerequisite for all other courses in philosophy.

21a CLASSICAL GREEK PHILOSOPHY F — Mr. Gean

The emergence of the problems of metaphysics and epistemology, ethical knowledge, the nature of the *psyche,* and the character of political man in the works of the Pre-Socratics, Plato, and Aristotle.

21b HELLENISTIC AND MEDIEVAL PHILOSOPHY — Mr. Patel

Trends of thought in post-Classical and pre-Renaissance philosophy: Epicureanism, Stoicism, Skepticism, Neo-Platonism, and Christian philosophy. Writings by Epicurus, Lucretius, Epictetus, Sextus Empiricus, Plotinus, Augustine, Anselm, Aquinas, and Ockham. (In alternate years. Offered in 1971-72.)

21c SEVENTEENTH AND EIGHTEENTH CENTURY PHILOSOPHY W — Mr. Stewart

The development of "modern" philosophy in the Continental rationalists and British empiricists: Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, and Hume. Primary focus on epistemological and metaphysical problems, with some attention given to political and ethical issues.

21d KANT AND THE NINETEENTH CENTURY PHILOSOPHY S — Mr. Patel

European philosophy beginning with Kant, Hegel, Schopenhauer, Mill, Nietzsche, Marx, Kierkegaard through Bergson. Prerequisite: Philosophy 21c or permission of the instructor.

22 SYMBOLIC LOGIC S — Mr. Gean

Deductive systems; sentential and predicate calculus; modern methods of notation; problems involved with symbolizing sentences; examination of the principal logical concepts of consequence, validity, consistency, tautology, and proof. (No prerequisites.)

23 ETHICS S — Mr. Stewart

The relationships among arguments, imperatives, beliefs, feelings, and actions through which we understand ethical life. Special emphasis on such central concepts as good and evil, right and wrong, justice, authenticity, and commitment.

25 PHILOSOPHY IN LITERATURE F — Mr. Lessing

Philosophical themes embodied in works of Camus, Dostoevski, T. S. Eliot, Kafka, and Euripides, Allen Ginsberg, and Gary Snyder.

32 AMERICAN PHILOSOPHY W — Mr. Stewart

Main themes of classical American philosophy, through analysis of selected writings of Peirce, James, Royce, Dewey, Santayana, and Whitehead. Prerequisite: Philosophy 21c or permission of instructor. (Not offered in 1971-72.)

33 PHILOSOPHY OF HISTORY Mr. Hansen
Problems in historical enquiry and the nature of history: analysis of concepts such as historicity, explanation, event, objectivity, and development; discussion of the role of generalization and evaluation in historical narrative. (In alternate years. Not offered in 1971-72.)

35 PHILOSOPHY OF SCIENCE S Mr. Gean
Philosophical problems involved in the attempt to understand the aims, methods, logic, metaphysical assumptions, and human import of science. Topics include the nature of scientific explanation, laws, theories, and experiment; relationships among the physical, life, and behavioral sciences; science as human activity. Readings from classical and contemporary scientists and philosophers of science, with opportunity for individual emphasis on problems within one science. Recommended preparation: fulfillment of Division II or Division III requirements and/or Philosophy 22.

36 PHILOSOPHY OF RELIGION W Mr. Patel
An examination of the presuppositions of religious activity and belief, with primary focus on its theistic forms; grounds for belief in and scepticism about the existence of God; the role of faith, reason, and experience with regard to religious belief; mysticism; the status of religious language. Readings from both classical and contemporary works. (In alternate years. Offered in 1971-72.)

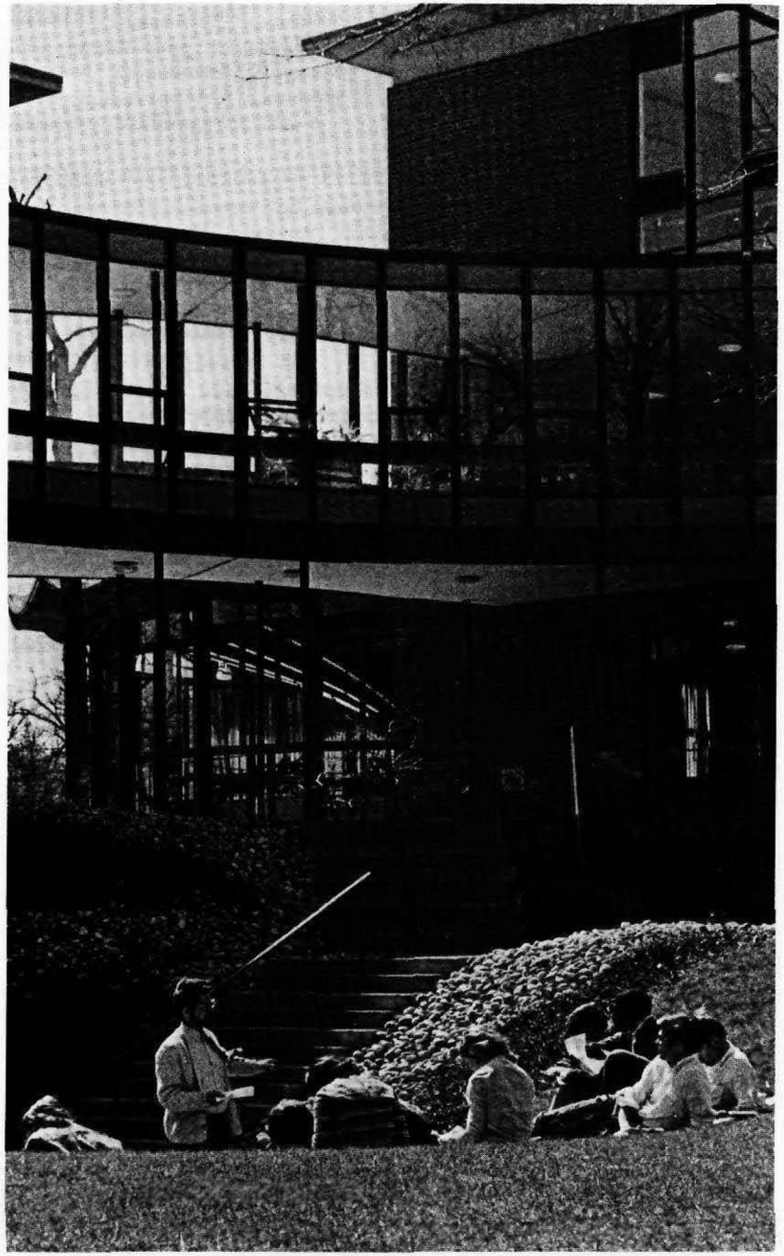
37 PHILOSOPHY OF ART F Mr. Lessing
Analysis of the principal categories of esthetics: the creative process, the nature of a work of art, esthetic appreciation, and criticism. Discussion of a variety of theories, based primarily on twentieth century readings and shared experiences. (Presentation of works of art to the class.)

38 PHENOMENOLOGY AND EXISTENTIALISM W Mr. Lessing
Husserl's phenomenological method and its relevance to the explication of lived existence in such experiences as anxiety, decision, absurdity, and sincerity. Intensive readings in Nietzsche, Kierkegaard, Heidegger, Sartre, Jaspers, and Merleau-Ponty. (In alternate years. Offered in 1971-72.)

39 CONTEMPORARY ANALYTIC PHILOSOPHY F Mr. Gean
Major trends in English philosophy since 1900 as seen in selected works of Russell, Moore, Wittgenstein, Ryle, Austin, and Strawson. Discussion of logical atomism, logical positivism, ordinary language analysis, and topics in epistemology, the philosophy of mind, and metaphysics. (In alternate years. Offered in 1972-73.)

41 SEMINAR Mr. Gean
Each year a special topic in philosophy is chosen for study in the seminar. Consult the department bulletin board for details. Prerequisite: permission of the instructor. (Open to non-majors.)

45 SYMPOSIUM S Mr. Patel
A seminar on the nature of philosophy, aimed at helping participants to understand the grounds and implications of their answer to the question, "What is philosophy?" The department faculty participates in the discussions, alternating the leadership in successive years. (Open only to junior and senior philosophy majors except by approval of the department.)



Outdoor Class Setting at
Ernest A. Johnson Memorial Science Center

PHYSICS

Professors Donnally, Jensen
Associate Professors Faber, Jeong
Assistant Professor Frederick

Physics is an important part of the total of modern man's knowledge. Some understanding of its principles and their application is desirable for all educated men and women. While the contributions of physics to technology, the military, medicine, and its sister sciences are well-known, its impact on modern thought in the areas of politics, literature, the arts, theology, and philosophy is perhaps not sufficiently appreciated.

The study of physics provides an opportunity to gain insight into these matters and to see how this science has and is playing an important role in the continuing development of our culture with respect to both the external environment of man and the development of contemporary thought.

There are two introductory courses in physics offered by the college. Physics 12 should be taken by those students majoring in the physical sciences and by those students who desire a more detailed quantitative study of physical principles and phenomena. Physics 11 is designed for students who want to explore physical principles on a less detailed level but with some attention given to the relation of physics to other human endeavor. Either course satisfies the college laboratory science requirement.

The major includes 12a, b, c and 21. To accommodate those whose decision to major in physics comes after they have taken Physics 11, this sequence may be substituted for the Physics 12 sequence with the permission of the physics department.

Bailey Donnally, *Chairman*

11a,b,c GENERAL PHYSICS FWS

An introduction to the principles, insights and methods of physics, designed to meet the interests of the non-specialist who wishes to gain an understanding of the natural world and the nature of science. The course attempts to show what physics is from the inside, both by "doing" physics and by considering the historical and philosophical contexts of the discipline. Four classes and one three-hour laboratory per week.

12a,b,c GENERAL PHYSICS FWS

The fundamental principles of physics. Numerous demonstrations of physical phenomena followed by verbal and mathematical descriptions. Four classes and one three-hour laboratory per week. Prerequisite or corequisite: Mathematics 12a, b.

21 ATOMIC AND NUCLEAR PHYSICS F — Mr. Donnally

The structure of atoms and molecules from the viewpoint of theory and experiment. Special relativity. The properties and structure of the nucleus as deduced from nuclear reactions. Nuclear models. Four classes and one three-hour laboratory per week. Prerequisite: Physics 12c and Mathematics 12c. The latter may be taken concurrently.

23 THERMODYNAMICS S — Mr. Faber

The fundamental ideas of temperature, heat, and reversibility; some emphasis on statistical methods. Five classes per week. Prerequisites: Physics 11c or 12c and Mathematics 12a,b,c (Calculus).

24 ELECTRONICS S — Mr. Donnally

Thermionic, photoelectric, and solid state devices and their applications in rectifiers, amplifiers, oscillators and trigger circuits. Three classes and two three-hour laboratories each week. Prerequisite: Physics 11c or 12c and Mathematics 12a,b,c (Calculus).

25 ANALYTICAL MECHANICS W — Mr. Donnally

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations, and wave motion. Prerequisite: Mathematics 12a,b,c.

31a,b ELECTRICITY AND MAGNETISM FW — Mr. Frederick

Classical electricity and magnetism leading up to Maxwell's Equations and their applications. Four classes and one three-hour laboratory per week. Prerequisite: Physics 12c and Mathematics 21a. The latter may be taken concurrently.

32 PHYSICAL OPTICS S — Mr. Jeong

Electromagnetic waves related primarily to optical phenomena. Some attention to longer waves. Four classes and one three-hour laboratory each week. Prerequisite: Physics 31b.

41 ADVANCED ANALYTICAL MECHANICS F — Mr. Faber

Emphasis on generalized coordinates, Lagrangian and Hamiltonian methods in mechanics. Prequisite: Physics 25 and Mathematics 21a.

42a,b QUANTUM MECHANICS WS — Mr. Frederick

Formal, deductive approach to the quantum theory, with applications to atoms, molecules and solids. Four classes and one three-hour laboratory per week for 42a. Five classes per week for 42b. Prerequisite: Physics 21 (or permission of instructor) and Mathematics 21a.

POLITICS

Professor Steamer
Assistant Professors Benz, Fischer, Galloway, Warden
Instructor Nelson
Lecturer ‡Mojekwu

The liberal arts serve to free man from the bonds of ignorance and superstition. In pursuing a liberal education, we are broadening our understanding of our heritage and in such a study we inevitably encounter the political community. This is the only agency able to enforce obedience; it can exact from its members their property, their freedom, and even their lives. Any truly educated person must concern himself with the nature of government and authority.

In a democracy, a knowledge of government and politics is essential to the performance of good citizenship. Democracy can work only if the people assume their share of working at it with understanding and with patience.

Those who are interested in the study of politics and politics for career preparation will find a major in politics sound training for journalism, public relations, personnel management, business and, of course, practical politics. Many politics majors go on to graduate school in political science or law.

The introductory course in American government is available as a partial fulfillment of the requirement in the social sciences, but the department encourages those majoring in other areas to take additional courses in government as electives. All of the major fields of the discipline are available to majors and non-majors alike.

Majors in politics are encouraged to pursue independent study and to participate in the senior seminar, using the myriad resources of the Chicago area. As one of the great urban centers of the world, Chicago offers itself as a great laboratory for the student of government and politics.

The major includes as a minimum Politics 11; 15 or 16; 31 or 32; 33a,b; 35 and 39.

Politics 11 is a prerequisite for all courses in the department unless waived by the instructor and the chairman.

Robert J. Steamer, *Chairman*

11 AMERICAN POLITICS F,W,S
Theoretical and institutional analysis of the American constitutional system.

Each term the department will offer one advanced section conducted as a seminar for specially qualified students. Any student who wishes to substitute one of these seminars for the regular course in American Government may do so upon the recommendation of a member of the faculty and with the approval of the chairman of the department.

‡ Part-time Teaching, 1971-72

15 COMPARATIVE CONSTITUTIONAL SYSTEMS F,W,S Mr. Nelson
The government and politics of Great Britain, France, and Germany.

16 COMPARATIVE COMMUNIST POLITICAL SYSTEMS F,W,S Mr. Benz
An analysis of the totalitarian political systems of the Soviet Union, Eastern Europe and Communist China. Special emphasis will be placed on an examination of the Soviet experience.

22 GOVERNMENT AND POLITICS OF SUBSAHARAN AFRICA W Mr. Mojekwu
An examination of the emergence of new nations from colonial status and of the problems of nation-building.

23 POLITICAL PARTIES S
American parties, pressure groups and electoral problems.

28 AMERICAN FOREIGN POLICY S Mr. Galloway
Participants in policymaking and problems of morality, rationality, and the national interest. An analysis of selected policy areas since World War II.

31 AMERICAN CONSTITUTIONAL LAW W Mr. Steamer
Scope and distribution of powers in the American Federal system.

32 CIVIL LIBERTIES S Mr. Steamer
Limits on governmental power in the American system.

33a POLITICAL PHILOSOPHY (Ancient and Medieval) F,W Mr. Warden
Ancient and medieval political thinkers from Plato to Machiavelli.

33b POLITICAL PHILOSOPHY (Modern) W,S Mr. Warden
Modern political thinkers from Hobbes to the present.

34 POLITICS, PHILOSOPHY AND IDEOLOGY S Mr. Warden
The rise of behavioralism in contemporary political science.

35 WORLD POLITICS F Mr. Galloway
Continuity and change in world politics.

36 INTERNATIONAL ORGANIZATION AND LAW W Mr. Galloway
Theory and practice of organization as a method of international conflict resolution and international development.

37 CONGRESS AND PUBLIC POLICY W
A theoretical analysis of the procedures of supervision, organization, management, and fiscal and budgetary operations in the national government.

38 GOVERNMENT AND POLITICS OF LATIN AMERICA W Mr. Benz

A functional analysis of the political systems of contemporary Latin America with special emphasis on selected countries for in-depth study. A primary focus of the course will be on the problem of political and social change.

39 URBAN POLITICS AND ADMINISTRATION F

A study of the city in America. Emphasis on problems of political and social organization, with special attention to the place of the city in a federal system.

41 THE MILITARY-INDUSTRIAL ESTABLSHMENT W Mr. Galloway

Various conceptions of the military-industrial complex are examined and related to the prospects for democracy.

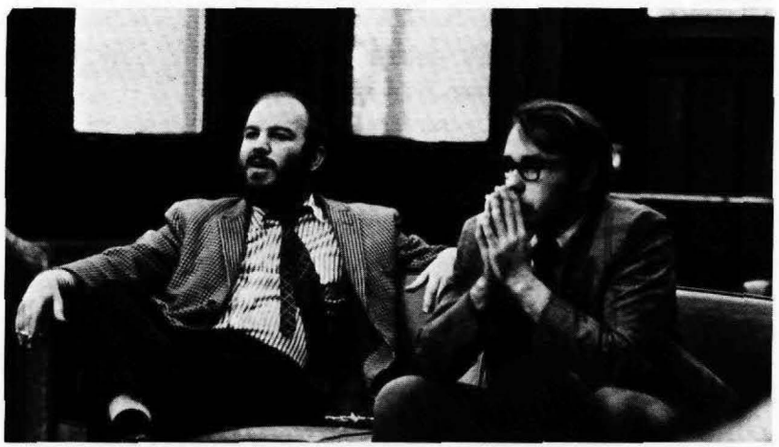
43 LAW AND THE MODERN STATE F Mr. Steamer

An historical analysis of jurisprudential theory. Major contributors to legal thought will be read and discussed.

44 FOREIGN POLICIES OF THE COMMUNIST WORLD W Mr. Benz

A comparative study of the foreign policies of the Communist bloc, with primary focus on the Soviet Union and Communist China. Prerequisite: Government 16 and consent of the instructor.

45 SEMINAR W,S



Professor Tarif Khalidi, Professor of History; American University of Bierut with Mr. John Nelson, of the Department of Politics.

PSYCHOLOGY

Professor Forgus
Associate Professor Krantz
Assistant Professors Behling, Checkosky Frankel, Glassman, Pagano
Instructors ‡Heaston, ‡Savage

Psychology is a scientific discipline which takes as its province the study of behavior. The traditional problems of social adjustment, compounded by the impact of modern technology, have made constructive application of the insights of modern psychology sorely needed in every field of modern life. The Department of Psychology thus frankly accepts as its responsibility the teaching of psychology not only as a body of experimental knowledge, but also as a science to be applied to the tasks of life, because the resolution of personal, national, and international conflicts will continue to be relatively ineffective until the psychological dimensions of these problems are assimilated.

To this end the department is guided by the following considerations:

First, psychology must contribute to the liberal arts purpose of the College, which is stated as the facilitation of mental growth. While realizing there is no easy road to human understanding, we can help meet this purpose by contributing to the development in our students of the attitudes necessary for acquiring such understanding in interdisciplinary perspective. This we can do by analyzing and modifying the myths which are held about such central human concerns as "mind," race, personality, sex, and morality.

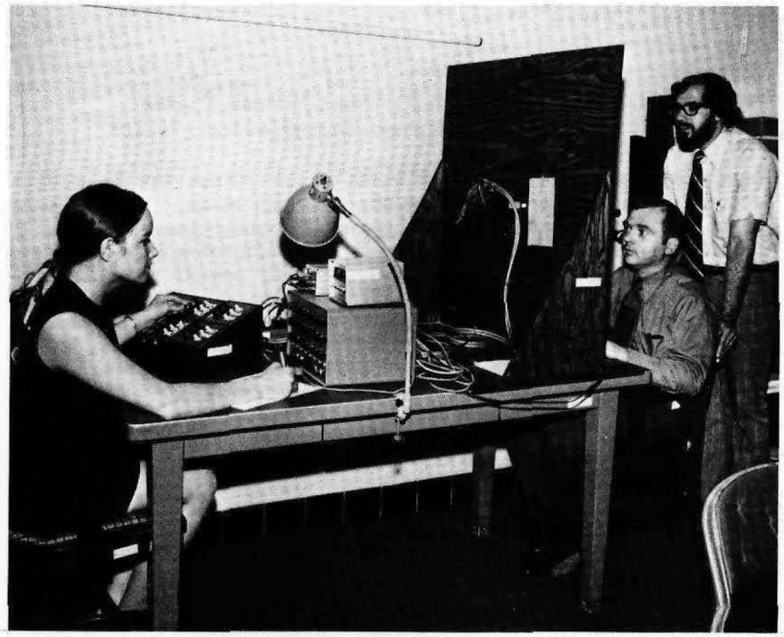
Second, for students who are studying psychology as preprofessional training for such fields as industry, law, medicine, guidance, teaching, theology, and social work, we should present a scientific approach to the critical areas of interpersonal relations such as motivation, learning, mental health, and rehabilitation.

Finally, we recognize that the extraordinary and widespread need for sound psychology in the technologically complicated modern world, the critical shortage of trained phychologists, and the amazing amount of financial assistance available should make *preparation for graduate school the primary incentive* of both the students and the professors. We hope particularly that our students will be attracted to the profession of college teaching in addition to research, clinical psychology, and other varieties of applied psychology, such as counseling and psychotherapy. With this in mind the program focuses around experimental courses and training in individual research. This core is augmented by a rich extracurricular program highlighted by the activities of Psi Chi, national honorary society of psychology, and by periodic student-professor seminars of the entire department. The development and nurturing of a critical mind is the best preparation for life and graduate school. The psychological services center is an integral part of this total approach to human growth.

The major includes Psychology 11, 23, 26, 32, 33, 34 and at least two of the following courses: Psychology 21, 22, 35, and 43. The following sequence of courses is suggested for students planning to undertake graduate study in psychology: Psychology 11, 21, 23, 26, 32, 33, 34, 41, 43. Psychology 11 is a prerequisite to all other courses in the department. Students planning to major in psychology should take biology in their freshman year. All psychology majors are urged to devote at least one term to an independent research project.

Ronald H. Forgus, *Chairman*

‡ Part-time Teaching, 1971-72



11 INTRODUCTION TO PSYCHOLOGY F,W,S

The basic principles of behavior, including development, learning, sensory physiology, perception, thinking, motivation, emotion, measurement, intelligence, personality, and social interaction.

21 THE DEVELOPMENT OF PERSONALITY F,W,S
Mr. Behling, Mr. Forgus

Human behavior, emphasizing child development, and stressing the integration of experimental and clinical methods.

22 ANALYSIS OF SOCIAL BEHAVIOR S Mr. Behling, Mr. Krantz

Analysis of social perception, conformity, attitude formation and change, and social conflict, with emphasis on research and methodology.

23 STATISTICS IN THE BEHAVIORAL SCIENCES F,W,S
Mr. Checkosky, Mr. Pagano

Experimental design, statistical inference and quantitative methods, with emphasis on basic statistical concepts and computational methods.

24 TESTS AND MEASUREMENTS S Mrs. Frankel

Analysis of the theory, construction, administration, and evaluation of standardized tests (objective and projective) and techniques of personality assessment, including interviewing and other observational techniques.

26 ADVANCED GENERAL PSYCHOLOGY RESEARCH W,S
Mr. Checkosky, Mr. Glassman, Mr. Krantz

A critical examination of the assumptions underlying psychological theorizing, research methodology and techniques. Laboratory experience will underscore this analysis and provide training in experimental, social and personality research areas. Independent project required. Prerequisite: Psychology 23, or concurrently.

32 LEARNING F Mr. Checkosky, Mr. Glassman

The scientific study of learning processes, including problem solving, concept formation and skills. Prerequisite: Psychology 26, or permission of the instructor.

33 MOTIVATION S Mr. Forgus, Mr. Behling

Analysis of the origin and arousal of motives, including a coverage of emotions, conflicts, frustrations, guilt, and anxiety. Prerequisites: Psychology 21 or permission of the instructor.

34 PERCEPTION AND COGNITIVE DEVELOPMENT W
Mr. Forgus, Mr. Checkosky

Principles of the development and organization of perception, learning, and thinking with emphasis on their interrelationship. Prerequisite: Psychology 26, or permission of the instructor.

35 ABNORMAL PSYCHOLOGY F,S Mr. Pagano

Origins, treatment, and case studies of the common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 21.

37a,b PHYSIOLOGICAL PSYCHOLOGY FW Mr. Glassman

Discussion of the brain mechanisms associated with psychological phenomena, including perception, motivation, learning, consciousness. Replicative and original laboratory projects will be conducted. Prerequisite: a course in biology or permission of the instructor.

41 MODERN PSYCHOLOGY IN HISTORICAL PERSPECTIVE F
Mr. Krantz

Contemporary systematic psychology in the light of its historical emergence from philosophical movements, mainly in Britain and Germany. Prerequisite: Senior standing.

43 PERSONALITY, ORGANIZATION, AND THEORY W Mr. Forgus

A senior course dealing in depth with the organization of human personality, with special emphasis on the transition from adolescence to adult maturity. Representative theories will be evaluated in the light of experimental and clinical data. Prerequisite: Psychology 21 and senior standing. Juniors and non-psychology majors need permission of the instructor.

45 SEMINAR S Mr. Krantz

Critical analysis of contemporary research and theory in psychology with a view toward integration and prognosis (open to psychology majors only). Prerequisite: Senior standing.

RELIGION

Prof. Cole on dig in Palestine.

Professor Bartlett
Associate Professor Cole
Assistant Professors **Charland, Patel

Religion, which deals with the meaning and purpose of human life, and with the nature of human commitment, is an inescapable concern of every human being. It is the purpose of the Department of Religion to deal with these persistent issues.

The courses which the department offers are intended partly to give students some understanding and appreciation of the contributions which religious thought and movements have made to human aspirations and achievement, and partly to provide resources to help them in thinking through their own religious beliefs.

Because of the nature of religious concern and the issues with which it deals, it is inevitable that great creations in art and literature should have serious religious import and that religious literature should contain some of the greatest expressions of man's mind and spirit. Religious belief and practice have played so influential a role in both human society and individual development that an understanding of it is essential to serious study of man and his culture. No study of our own cultural heritage can be complete without such an understanding.

** Leave of Absence, 1971-72.

The study of religion is an academic discipline calling for rigorous application of scholarly methods. In all classes the methods and conclusions of modern scholarship are employed. Since the student body is religiously diverse, every class contains persons with different backgrounds and points of view. Instructors and students alike are expected to respect positions other than their own. It is not the purpose of the department to indoctrinate or to propagandize, but rather, in an atmosphere of serious, penetrating and free inquiry, to help equip students to make sound judgments for themselves on religious matters.

Some students will be interested in undertaking more extensive work in the Department of Religion, either because of the perspectives which religion provides for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider an individual major program which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that the leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students in regard to appropriate patterns of course-work to fit their interests or preprofessional needs.

Most of the courses in the department are open without prerequisite to any interested student.

Dan P. Cole, *Chairman*

21 OLD TESTAMENT F — Mr. Cole
The character of the Hebrew religion, its development in relation to the history of Israel, and forms of its expression in literature.

22 NEW TESTAMENT W — Mr. Cole
The life of Jesus, the rise of the early church, and expressions of its faith.

23 MOTIFS IN BIBLICAL LITERATURE F — Mr. Cole
An examination of the major motifs expressed in the literature of the Bible, considered in their historical development through the Old and New Testament periods. Among the themes to be studied are: the Biblical view of God, man and the universe; Election and Covenant; the Spirit and the Word; Messiah and the Kingdom of God. The course provides a one-term introduction to Biblical thought as an alternative to Religion 21 and 22.

25 PROBLEMS IN RELIGIOUS THOUGHT F,S — Mr. Bartlett
An inquiry into the religious mode of understanding as this bears upon the major problems and dimensions in human existence.

27 CHRISTIAN ETHICS W

A study of the interrelations of love, responsibility, and justice with essential needs and aims of individuals and groups.

31a,b LIVING RELIGIONS FW Mr. Patel, Mr. Bartlett

Some of the major religious traditions of the world, with readings in their scriptures. The first term is devoted to religions originating in India, especially Hinduism and Buddhism; and the second to those of China, Japan and the Middle East, principally, Taoism, Confucianism and Islam.

33 JUDAISM

The historical development and the present structure of Jewish religious life and thought. Prerequisite: Religion 21 (In alternate years, offered in 1972-73.)

34a,b HISTORY OF CHRISTIANITY F,W Mr. Bartlett

Selected men, movements, issues and forms appearing in the life and thought of the Christian Church and its interaction with the general culture. a.) First fifteen centuries; from the post-apostolic to the medieval period. b.) Sixteenth century and after: from the Reformation to the present; 34a is recommended but not prerequisite for 34b (In alternate years, offered in 1971-72.)

35 READINGS IN CONTEMPORARY THEOLOGY S Mr. Bartlett

Study of some of the major developments in the twentieth century, concentrating on such men as Barth, Buber, Tillich, the Niebuhrs, Maritain, Bultmann, the Catholic renewal, Bonhoeffer and secular-oriented theology.

36 STUDIES IN BIBLICAL THOUGHT W Mr. Cole

A detailed study of the thought and influence of a Biblical writer or group of writings, or of some aspect of contemporary Biblical scholarship. Prerequisite: Religion 21, 22 or 23. Topic in 1971-72: Jesus in the Gospels.

37 ARCHAEOLOGY OF THE BIBLICAL WORLD S Mr. Cole

A survey of archaeological research in the Near East which supplements or affects the understanding of Biblical history, religion and literature. Consideration of documentary discoveries and of results of excavation at selected sites in Palestine and related regions. For the purpose of evaluating evidence, attention is given to archaeological field methods and interpretive principles as they have been applied to Near Eastern materials.

38 CURRENT ISSUES IN SOCIAL ETHICS S

An exploration, through personal involvement and critical reflection, of specific social problems in such areas as poverty, race, and military influence.

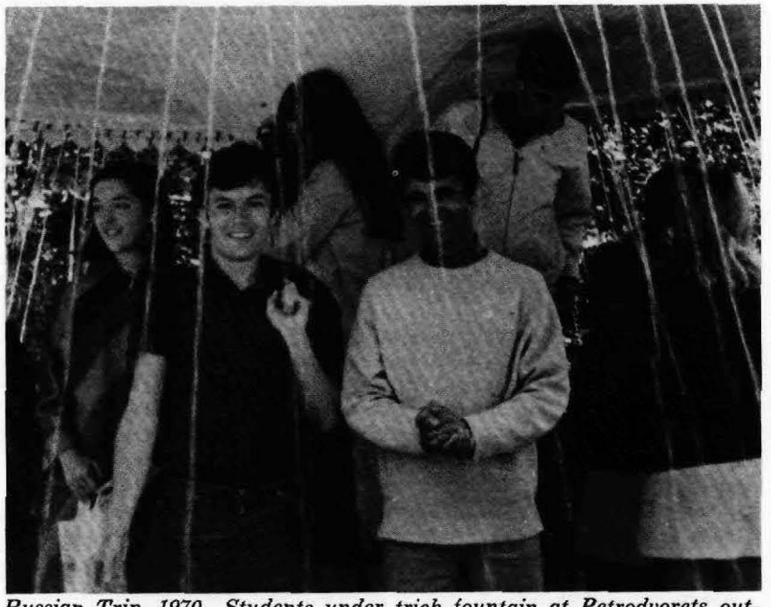
RUSSIAN AND SOVIET STUDIES

Professors Herlihy, Sproat, Steamer
Assistant Professors Benz (Adviser), Moskoff
Lecturers C. Moodie, Zuze

The Russian and Soviet Studies major provide the opportunity for interdisciplinary study of a major non-Western society and culture. The program is a flexible one and students are encouraged to combine the breadth of the interdisciplinary approach with competence in a discipline. The core of the major includes six courses in the political and economic institutions and history of Russia, and basic knowledge of the Russian language. To complete the major a student selects from a number of additional courses in several disciplines or may work out independent study on an individual basis. An interdisciplinary seminar in the senior year presents the student with the opportunity to synthesize his work in Russian and Soviet studies.

The major consists of the following required courses: Russian 11a,b,c; Politics 16; Politics 44; Economics 37; History 34a,b; Senior seminar. All majors will select in consultation with the major adviser, four courses from the following list: Russian 21a,b; Russian 22; Russian 32a,b; Politics 35; Economics 14; History 11c; and independent study (with a maximum of two allowed for credit toward the major).

45 SEMINAR S Mr. Benz, Mrs. Moodie, Mr. Moskoff



Russian Trip, 1970. Students under trick fountain at Petrodvorets outside Leningrad.

SOCIOLOGY AND ANTHROPOLOGY

Professor †Mills
Associate Professor
**Roos, Krantz
Assistant Professor
Greer
Lecturer Vizenor
Instructors Bresloff, St. Louis

General Purposes

At a time when the distance separating the people of the earth is rapidly shrinking, and when the tensions among people are just as rapidly increasing, it becomes imperative for all educated persons to know more and more about the obstacles that prevent man from living in peace.

Sociology and anthropology provide an intellectual framework for better understanding man's halting attempts to rule himself, to educate his offspring, to fashion for himself systems of belief and knowledge. The basic question that underlies the discipline can be summarized as follows: "How can man reconcile his potential to be an individual with the need to work and live within a social system?"

The disciplines of sociology and anthropology share an interest in the structures and processes of society and culture, although they diverge in their subjects of study. Typically, sociology studies the so-called civilized society, while social and cultural anthropology has concentrated on the understanding of the pre-literate peoples of the world. The rise of new nations, the far-reaching distribution of technical knowledge, and the expansion of communication has rendered the traditional foci of sociological and anthropological study somewhat obsolete. With increasing frequency, a sociologist will find himself in a market town in Nigeria studying social class, while correspondingly, an anthropologist will be devoting more attention to questions such as the "culture of poverty" in urban slums.

We expect some of our majors will go to graduate school, but we have two other equally important goals. First, the student is helped to understand how narrow, dogmatic, and ethnocentric most human beings are. Once he has accepted this painful fact, he is in a better position to apprehend the terrible complexity of human social life. On this basis, then, rests our second task — to develop in students an ability for intelligent and responsible social criticism.

Why do we see these goals as important?

Each of us has been socialized in a community of adults interested in incorporating into our characters a certain style of life. Most of us have been taught to accept, with very little questioning, the beliefs, goals and norms of our culture. The consequence of this process is that we tend to be ethnocentric, that is, we assume that our way of life is perfect. Ethnocentrism results in our looking down on people who differ from us, and of course we judge them by our standards, not theirs. Another way of saying this is that we have been indoctrinated into the biases and errors as well as the truths available in our culture.

† Sabbatical Leave of Absence, 1971-72.
** Leave of Absence, 1971-72

A liberal arts education, and the disciplines of sociology and anthropology, make it possible for us to become aware of the process noted above. Such awareness is the first step in our further growth and development. Sociology and anthropology make available to us a set of concepts which aid us in viewing ourselves and our society objectively and critically. In a sense we develop the ability to get outside of ourselves and our society, and to view ourselves as others see us. This ability is essential if we are to become free, intelligent, objective, and critical participants in modern life.

It is our belief that the best road to understanding lies through action. This means that our majors are encouraged on the one hand to become involved in research, and on the other to participate in such attempts to effect social change as helping culturally disadvantaged children or studying the problems of Utopian communities.

Outline of the Curriculum

There are three types of courses in the department, designed to provide the individual with a maximum of choice for the best learning situation.

Introductory courses are taught either in regular classes (20-25 students), or in large *lectures* that meet twice a week, with small discussion groups meeting the rest of the week. The student can choose whichever of these two formats he prefers.

There are no separate majors in sociology and in anthropology. The major includes Sociology and Anthropology 11; 12 or 13; and 25a,b,c. All majors planning to go on to graduate school are strongly encouraged to take either Mathematics 15 (elementary statistics) or Psychology 23 (experimental design and statistics).

Majors are also urged to take a strong complement in courses from departments whose field of study bears on problems in which the student is interested. This may include Ecology and Genetics for those interested in broad population problems, courses in Economics and Government for those concerned with institutional problems, courses in Mathematics or Physics for the theoretically minded, Psychology courses for those with a primary interest in the interaction of the individual and society, and courses in the department of English, History or the Fine Arts for those interested in cultural trends or the sociology of art.

George Mills, *Chairman*

11 HUMAN SOCIETY F,W,S
The bio-social nature of man; the universal characteristics of human societies; the variations from one society to another; and the nature of the change from precivilized to civilized society.

12 PRIMITIVE SOCIETY F,W,S Mr. Bresloff
The diversity of preliterate societies, prehistoric and contemporary, the characteristics which set them off from civilized societies, and the methods by which they are known. Prerequisite: Sociology and Anthropology 11.

13 CIVILIZED SOCIETY F,W,S, Mr. Bresloff, Mrs. Greer
The distinctive features of civilized society with special emphasis on the origins, concomitants and consequences of agricultural, urban and industrial revolutions. Prerequisite: Sociology and Anthropology 11.

23 CULTURES OF THE UNITED STATES W Mr. Vizenor
Assimilation and diversification of subgroups within the dominant culture, with particular emphasis on racial and cultural minorities. Patterns of work and leisure in urban and suburban environments. Prerequisite: Sociology and Anthropology 11.

24 COMPARATIVE SOCIALIZATION W,S
Examination of the processes of socialization through the life cycle in folk and urban societies, with special emphasis on the role of family and education in this process. Psychology 21 is recommended before taking this course. Prerequisite: Sociology and Anthropology 11.

25a,b,c THEORY AND METHOD IN ANTHROPOLOGY AND SOCIOLOGY FWS Mrs. Greer
Nature and aspects of theories selected from the writings of men such as Comte, Pareto, Durkheim, Marx, Freud, Kroeber, Malinowski, Levi-Strauss, Parsons, Merton and others. Application of some basic concepts in the philosophy of science to the analysis of the assumptions underlying specific theories and methodologies; study and critique of procedures used to test propositions in anthropology and sociology. The completion of a library or empirical research centered on the analysis of theory and method in a specific field of anthropology or sociology. Prerequisites: Sociology and Anthropology 11; two courses from 12, 13, 23, 24; and Psychology 23 or Mathematics 15.

31 CULTURE S
Theory and research in problems of the evolution and nature of culture and its relation to man. Prerequisite: Sociology and Anthropology 25,a,b,c.

32 RELIGIOUS AND POLITICAL INSTITUTIONS F,S Mrs. Greer
Comparative study of the role of custom, power, authority, ritual, myth and ideology in folk, urban, and mass societies. Prerequisite: Sociology and Anthropology 11 and two courses from 12, 13, 23, 24.

34 THE CITY F,W Mrs. Greer
Pre-industrial cities and the impact of urbanization. The megalopolis and its problems: administration, housing, transportation. The course includes field experience with urban agencies in Chicago. Prerequisite: Sociology and Anthropology 11 and two courses from 12, 13, 23, 24.

41 CONFLICT AND CHANGE S
Study of the nature and causes of change in social structures and value systems. An examination of evolutionary developments and revolutionary movements; their relationship to contemporary issues such as automation, alienation, deviance, and crime. Prequisite: Sociology and Anthropology 25a,b,c.

42 THE GROUP AND THE PERSON F Mr. Krantz
Theory and research in problems of personality and social structure, personality and culture, personal influence, elementary social behavior and small groups. Prerequisite: Sociology and Anthropology 25a,b,c.

43 SOCIAL STRUCTURE F Mrs. Greer
Theory and research in problems of demography, urbanization, race and ethnic relations, social class, social differentiation, occupations and bureaucracy. Prerequisite: Sociology and Anthropology 25a,b,c.

45 SEMINAR W
Sociological and anthropological theory. Typically, a student would be expected to have taken a 40-level course before taking the seminar.

WESTERN CIVILIZATION

The introductory courses in Western Civilization are designed to serve two purposes. Major emphasis is on the reading of major works in literature, philosophy, religion and history written during the formative eras of Western culture. In class discussions these works are analyzed in their own historical contexts and with special concern for their influence on the shaping of subsequent Western thought. The second purpose is to improve students' skills of expression through the use of discussion sessions and the writing of several papers which are evaluated on both content and mechanics.

The 11a,b,c courses may be taken in chronological sequence or independently of one another.

Dan P. Cole, *Chairman*

11a CLASSICAL GREECE W,S Mr. Moore, Mr. Cole
Works studied have included Homer's *Odyssey;* histories of Herodotus and Thucydides; plays by Aeschylus, Sophocles, Euripides and Aristophanes; philosophical writings by Plato and Aristotle.

11b ROME TO THE MIDDLE AGES W
Works studied have included Vergil's *Aeneid;* histories of Livy, Suetonius and Tacitus; philosophical writings of Cicero and Lucretius; religious writings of Luke, Paul, Augustine and Aquinas; *The Song of Roland, Ywain, Tristan and Iseult* and *The Art of Courtly Love.* (Not offered in 1971-72.)

11c RENAISSANCE AND REFORMATION
Works studied have included writings by Dante, Boccaccio, Castiglione, Machiavelli, Erasmus, Luther, Calvin, Thomas More, and Shakespeare. (Not offered in 1971-72.)

21 CLASSICAL CIVILIZATION S
The history, culture, and thought of the Hellenic world in the Minoan through Byzantine periods. Major attention will be given to the archaeological materials in Athens, the Greek mainland, Crete and western Turkey. (Taught only in Athens as part of the Athens Study Term. One or two course credits.)

GUIDANCE

Beginning with orientation week and continuing until graduation, the College makes available to its undergraduates guidance and counseling facilities in order to help them develop the maturity and responsibility that are an integral part of the learning process. The Dean of Students devotes much of his time to planning and coordinating student activities in order to insure a wide diversity of intellectual, cultural, and social opportunities.

Coupled with the Dean's office, the faculty of Lake Forest is available for guidance. Each student in his freshman year has one of the faculty as his advisor. Normally, by his sophomore year each student selects a major department and throughout the remaining three years the student may seek the advice of the department chairman on an informal basis to exchange ideas and viewpoints.

The College carefully selects each year several upperclass men and women who serve as advisors in the dormitories. These students help keep the dorms operating smoothly and they initiate and enforce some of the dormitory rules.

The basic standards which apply to all Lake Forest students are (1) respect for the right of an individual to have and express beliefs different from those of his fellows, whether they be political, religious, or social points of view; (2) respect for the property of the College and of individuals, and responsibility toward those properties in the event of loss or damage; (3) the honorable use of one's signature; (4) compliance with local, state, and national laws.

The College reserves the right, and the student concedes to the College the right, to require withdrawal of any student at any time who falls below the standards of Lake Forest. Other disciplinary action may be taken as deemed appropriate for the circumstances.

To round out the guidance and personnel program, the College provides placement services. By coordinating job interviews and by making the literature of various industrial concerns available to students and alumni, the College continues to place its graduates in a wide range of careers. The Financial Aid office also secures many jobs for students who wish to work part-time while in college.

TUTORIAL

COMMUNITY SERVICE FEDERATION — THE TUTORIAL PROJECTS

The Lake Forest College Tutorial Projects began in 1963, as an outgrowth of a College conference, "The Crisis in Race Relations." Students viewed tutoring as a practical way in which they could make a contribution to the crisis in race relations, and shortly after the conclusion of the conference they began tutoring in Chicago and Waukegan.

In the last few years, students have formed the Community Service Federation to co-ordinate tutoring projects and other student community service projects. Among the programs that have been developed over the last few years are: the American Indian Center Tutorial (Chicago), a program to teach English to Spanish speaking children (Highland Park), a High School program (Waukegan), and a project which brings Lake Forest College students into a school system as assistants to classroom teachers (Zion).

In working with pupils from a different background, students have developed their sensitivity to cultural differences; at the same time, tutees have been given access to remedial education on a regular basis. Lake Forest College students also arrange field trips.

College students who participate in one of the Community Service Federation projects are eligible to take American Civilization 21, Problems of Urban America, a student-developed course designed to provide a broader context for the information acquired in participating in the Community Service Federation projects.

CULTURAL OFFICE

An office was established several years ago to help make students aware of opportunities offered in music, art, and drama in Chicago: here students can obtain information, be assisted in buying tickets (at student rates), and arrange bargain transportation and travel. This office is located in the center of the campus and is staffed by students who not only arrange details, but are eager to convey their personal enthusiasm for the outstanding cultural events in the city.

This office is also the planning center for on-campus cultural events throughout the academic year. The student Cultural Activities Board and the committees associated with it make arrangements for convocations, informal lectures, exhibits, recitals, the annual film series, and other programs. They strive for a balanced schedule which will be informative, stimulating, and controversial. Drawn to the esthetic, they look for the new in poetry, art and song. Close personal involvement in these activities has added to the individual student's responsibility for extracurricular life on the campus and has contributed a dynamic character to the events listed on the weekly College Calendar.

STUDENT LIFE

Recognizing that students learn from one another as powerfully as from their teachers, the College has embarked upon a long-range program of research into all phases of student life, seeking to identify and to strengthen those aspects of out-of-classroom education which encourage responsibility and maturity in the pursuit of excellence, while discouraging and gradually eliminating those aspects which nourish irresponsibility, immaturity and the cultivation of mediocrity. In this enterprise, students, faculty, and the administration are joined to develop the best possible relationship for all concerned.

MUSIC

In addition to a variety of courses in applied music, in theory, and in music history, interested students may try out for the choir. Early in the term a small madrigal ensemble is chosen from the choir. Other activities in instrumental music include student organized chamber groups and a pep band. Qualified students may join the Lake Forest Symphony Orchestra. Numerous concerts by professional musicians are presented annually and music students and faculty give recitals throughout the year. Frequent trips to Chicago, with discount tickets provided by the Cultural Activities Office, offer the opportunity to hear the great orchestras and artists of the world.

SPECIALIZED INTERESTS

A variety of specialized groups are active on campus. They include Beta Beta Beta (national honorary in biology), Phi Sigma Iota (Romance Language honor society), Psi Chi (psychology honorary), Pi Sigma Alpha (politics), the Student Affiliates of the American Chemical Society, Student Section of the American Institute of Physics, Association Internationale des Etudiants en Sciences Economique et Commercial, International Relations Club, Young Republicans, Young Democrats, and others.

PUBLICATIONS

The publications of the student body are edited and managed by students and governed by the student Communications Board. *The Stentor,* College newspaper, is the weekly journal of the students. *The Forester,* published annually in the fall or spring, is the College yearbook. *Tusitala,* a fine arts magazine of the College, is ordinarily published in the autumn and spring, and includes work by both students and faculty. *WLFC,* the campus radio station, has a daily broadcasting schedule devoted to music, sports events, campus news, and special programs.

Students interested in any phase of writing, editing, reporting, photography, broadcasting, or art are invited to volunteer for these enterprises.

DRAMATICS

Alpha Psi Omega, a national dramatics honorary fraternity, each year sponsors major productions by the Garrick players in addition to evenings of one-act plays and a Children's Theatre. It also provides talent for radio and television shows involving the College. Any student, whether or not he is enrolled in drama courses, is eligible to audition for any of these activities.

PHYSICAL EDUCATION

A variety of physical education activities is available each term. Both individual and team sports are offered.

ATHLETICS

Keen competition with colleges throughout the Middle West is provided by Lake Forest's varsity athletic program, which includes baseball, basketball, cross-country, football, golf, handball, hockey, soccer, swimming, tennis, track, and wrestling. Intercollegiate sports are so organized that any student, male or female, who is scholastically eligible may try out for a team. Lake Forest belongs to no athletic conference and there are no special scholarships or grants for athletics. Contests are scheduled with such colleges as Albion, Beloit, DePauw, Carleton, Earlham, Kalamazoo, Knox, Oberlin and Valparaiso.

In addition, every student may participate in Lake Forest's intramural athletic program, which offers in addition to the aforementioned sports, touch football, volleyball, softball, badminton, bowling, field hockey, rugby, riding, and other sports in which interest is shown.

The gymnasium built in 1968 also provides facilities for handball, squash and swimming. There are also four tennis courts, and a new track is planned. The Alumni Memorial Field House was converted to an ice rink during the 1969-70 season.

RELIGIOUS ACTIVITIES

Religion at Lake Forest reflects a great degree of diversity and tolerance as well as a deep concern for fundamental human values. The beliefs of each member of the College community are respected.

The religious portion of campus life is often devoted to experiments with fresh and creative patterns of concern. The Religious Activities Federation and the various groups associated with it have been principally responsible for annual conferences concerned with a particular country or region of the world and with the American social and religious condition. Recent conferences have included studies of the racial crises, ethics in business and of life in India, Africa, South America, Japan and Scandinavia.

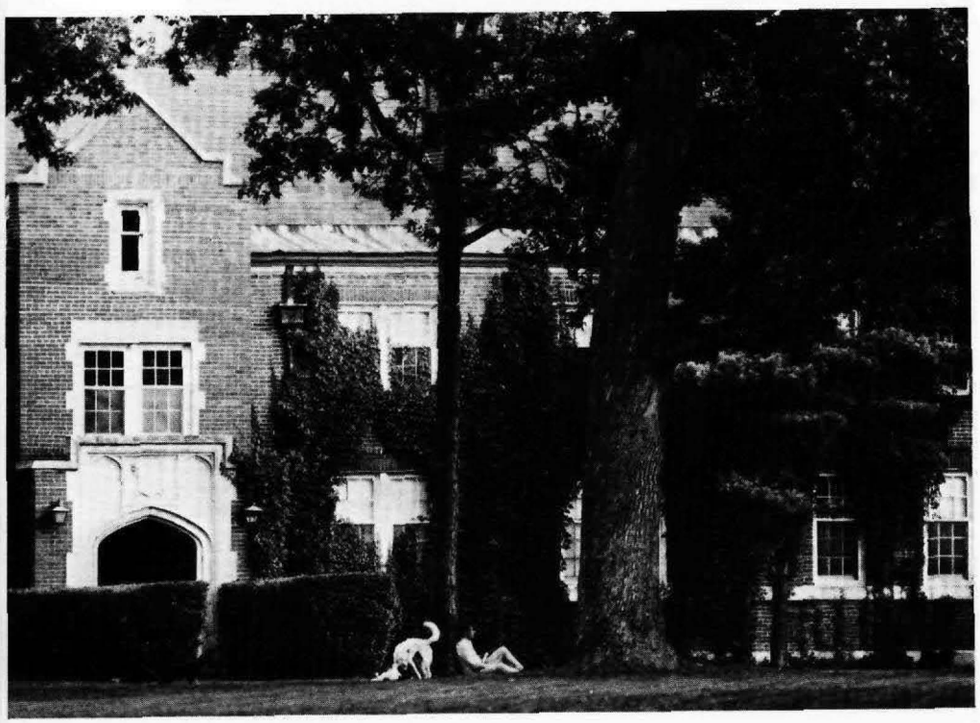
The College continues its affiliation with the Presbyterian Church. However, the College is not sectarian in its teaching and welcomes a variety of philosophical and religious points of view. The major denominations are all represented on the campus and Protestant, Catholic and Jewish congregations are located nearby.

RESIDENCE

All students are required to live in college residence halls unless they are married or live at home with their parents.

There are 10 residence halls, providing living space for 530 men and 450 women. Half of the total residence space has been built since 1963. Much of the remainder has been completely renovated within the past two years. All rooms are furnished with bed, mattress, pillow, dresser, desk and lamp. About half of the rooms also have draperies and rugs. Telephone service is available from the telephone company at the prevailing rates.

The College operates its residence halls around the house system. With the exception of the separate freshmen houses, all residence halls emphasize a large degree of self-government, group structure, and identity. After the freshman year, students electing to live in a particular residence hall may plan to remain in that hall throughout their college career.



In contrast to many colleges, the fraternities of Lake Forest are located in College owned upperclass dormitories.

A new Commons was competed in 1962, containing central dining facilities for all residents plus meeting rooms and recreational facilities for undergraduates and faculty. The original Commons was converted into a coffee shop and lounges where students and faculty may meet on an informal basis. The College bookstore is located here as well.

Kitchen facilities in residence halls are not available for preparing meals. Cooking and refrigeration facilities are not permitted in student rooms.

MOTOR VEHICLES

Students who drive motor vehicles on campus must register them in the office of the Dean of Security. Junior and senior resident students and all students who live at home are allowed cars. No student may have a motor vehicle on campus unless he carries public liability and property damage insurance. A detailed list of regulations governing the use of motor vehicles is issued at the time cars are registered. Registration is $30 per year for residents, $20 for commuters.

HEALTH SERVICES

Recognizing that sound physical and mental health are important to satisfactory academic work, the College provides a physician and a registered nurse, available during certain hours of the day and on call, who are experienced in student health problems.

All new students must submit a record of a recent complete physical examination in addition to a smallpox vaccination within the past five years, prior to entrance. In a similar manner, all students must present proof of a negative chest x-ray or negative skin test each year.

Rising medical costs demand that medical insurance be carried by each student. Resident students are automatically covered by a group plan carried by the College. Commuting students will be covered if they apply. The plan pays a major portion of incurred medical costs.

Hospitalization in the new and well-equipped Lake Forest Hospital is available to students who need it.

In addition, the College has a psychological services center designed to assist with the personal, emotional, and social problems of its students. The services of the center are free except for a small charge for the administering of tests.

RULES AND REGULATIONS

A complete guide to student rules and regulations is published by the Dean of Students and is available on request from that office. It is distributed annually to all students.

DIRECTORIES

TRUSTEES

Officers

George R. Beach, *Chairman*
Charles L. Brown, Jr., *Vice Chairman*

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Frank S. Read (1971), *President,* First National Bank of Lake Forest

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Mrs. Gordon H. Smith (1962), Lake Forest, Illinois
Frank L. Spreyer '35 (1961), *Executive Vice President,* Jewel Food Stores

* Dates in parenthesis indicate length of service.

*National Trustees**

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Henry W. Meers (1968), *Partner,* White Weld & Company

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Wigmore A. Pierson '63 (1970), *Assistant to the President,* Pierson Industries, Boston
William E. Roberts '38 (1958), *President,* Ampex Corporation

CLASS OF 1975

John H. Haugh '31 (1965), *President,* Tucson Tallow Company, Inc.

*Life Trustees**

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John L. Clarkson (1939-61), *Vice President* (ret.), Alexander & Alexander, Inc.
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Kenneth F. Montgomery (1964-71), *Partner,* Wilson and McIlvain
Mrs. William R. Odell (1950-67), Lake Forest, Illinois
Eric Oldberg (1964-71), *Head,* Department of Neurology and Neurological Surgery, University of Illinois, College of Medicine
Philip L. Speidel '19 (1951-68), *President* (ret.), First National Bank of Lake Forest
Carroll H. Sudler (1954-64), *Partner,* Sudler & Co.
Ernest H. Volwiler (1950-66), *President* (ret.), Abbott Laboratories
Harold Blake Walker (1956-70), *Pastor* (ret.), First Presbyterian Church of Evanston
Harris E. Wilder (1933-68), *Vice President,* The Illinois Company
J. Howard Wood '22 (1944-67), *Chairman of the Executive Committee of* Tribune Company

* Dates in parenthesis indicate length of service.

THE FACULTY

Eugene Hotchkiss III (1970), A.B., Dartmouth College; Ph.D., Cornell University
President of the College

Madeline Ashton (1945-1964), B.A., University of Kansas; A.M., Smith College; Ph.D., University of Illinois
Professor of French, Emerita

Harold Bartlett Curtis (1926-1954), B.A., Ph.D., Cornell University
Professor of Mathematics, Emeritus

Elizabeth Teter Lunn (1930-35, 1946-70), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emeritus

Edward Oscar North (1941-1963), B.S., Beloit College; M.S., Ph.D., University of Illinois
Professor of Chemistry, Emeritus

Bertha Reynolds (1946), B.S., Mississippi State Teachers College; M.S.C., University of Denver
Assistant Professor of Economics, Emerita

Ronald Boal Williams (1923-1967), B.A., M.A., Ph.D., State University of Iowa
Professor of Spanish, Emeritus

Sterling Price Williams (1927-1949), B.A., Polytechnic College; M.A., University of Texas; Ph.D., The University of Chicago
Professor of Philosophy and Psychology, Emeritus

Donald E. Bartlett (1958), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion on the William Bross Fund

Susan K. Bauman (1971) B.A. Oberlin College; M.A., The University of Chicago
Instructor in Art History

Charles F. Behling (1968), B.A., M.A., University of South Carolina; M.A., Ph.D., Vanderbilt University
Assistant Professor of Psychology

†Kenneth C. Bennett, Jr. (1961), B.A., University of Wisconsin; M.A. University of Illinois; Ph.D., Indiana University
Associate Professor of English

G. William Benz (1967), B.A., University of California (Riverside); M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy of Tufts University
Assistant Professor of Politics

† Sabbatical Leave of Absence, 1971-72.

David I. Berg (1958-59, 1965), B.A., Northern Michigan College; M.A., University of Michigan
Lecturer in French and Spanish

Martha Lydia Biggs (1937), B.A., Lake Forest College; M.S., University of Illinois
Librarian

‡Ernest C. Bonhivert (1965), B.S., M.A., Northwestern University
Lecturer in Education

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Registrar and Instructor in Mathematics

Robert Lawrence Bouquet (1968), B.A., Lawrence University; M.A., Ph.D., University of Wisconsin
Assistant Professor of English

Ann D. Bowen (1952), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Associate Professor of Music

Leon Marshal Bresloff (1968), B.A., Indiana University
Instructor in Sociology and Anthropology

‡Thomas M. Carr, Jr. (1971), B.A., Catholic University of America; M.A., University of Wisconsin
Instructor in French

**William Alfred Charland (1968), B.A., Yankton College; B.D., Yale University; D. Rel., Chicago Theological Seminary
Chaplain of the College and Assistant Professor of Religion

Stephen F. Checkosky (1969), A.B., Syracuse University; Ph.D., State University of New York at Buffalo
Asssistant Professor of Psychology

David S. Cochran (1970), B.A., M.Sc., Dublin University (Ireland); M.A., Ph.D., Dartmouth College
Assistant Professor of Mathematics

Dan P. Cole (1965), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
Associate Professor of Religion

John Clifford Converse (1949), B.S., M.A., Kent State University
Assistant Professor of Dramatic Art and Director of Dramatics

John W. Coutts (1955), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Professor of Chemistry

Rosemary E. Cowler (1955), B.A., New Jersey College for Women; M.A., Indiana University; Ph.D., Yale University
Professor of English

‡ Part-time Teaching
** Leave of Absence, 1971-72.

Michael Benet Croydon (1968), Graduate, Royal College of Art (London)
Assistant Professor of Art

Michael Edward Dau (1966), B.A., Lake Forest College
Coach and Physical Education for Men

Esther DeMerritt (Mrs. John E.) (1959), Grinnell College
Assistant Director of Admissions

Marvin C. Dilkey (1955), B.A., DePauw University; Ph.D., Cornell University
Professor of German

Bailey L. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Professor of Physics

William L. Dunn (1949), B.A., University of Illinois; Ph.D., University of Wisconsin
Provost and Dean of the Faculty

Roger J. Faber (1965), B.S., Calvin College; Ph.D., Michigan State University
Associate Professor of Physics

Rafael A. Fernandez (1969), Doctor en Derecho, University of Havana; LL.B., University of Miami; M.A., The University of Chicago
Instructor in Art History

Paul B. Fischer (1971), B.A., M.A., City College of New York; Ph.D., University of Massachusetts
Assistant Professor of Politics

Burton J. Fishman (1969), B.A., Occidental; B.A., Peterhouse, Cambridge University; Ph.D., Princeton University
Assistant Professor of English

Ronald H. Forgus (1958), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology

Phylis M. Frankel (Mrs. Jay) (1968), B.S., M.A., Ph.D., Northwestern University
Director of Psychological Services and Assistant Professor of Psychology

Dallas Edwin Frederick (1969), B.A., Ohio Wesleyan University; M.S., Ph.D., University of Michigan
Assistant Professor of Physics

Jonathan Fuller Galloway (1966), B.A., Swarthmore College; Ph.D., Columbia University
Assistant Professor of Politics

Jean-Luc Garneau (1964), B.A., Seminaire De Quebec; Certificats en Latin, Francais, et Linguistique, Universite Laval, Quebec; M.A., University of Illinois (Chicago Circle)
Lecturer in French

William D. Gean (1968), B.A., M.A., Ph.D., University of California (Berkeley)
Assistant Professor of Philosophy

Frederic A. Giere (1962), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Professor of Biology

Robert Bruce Glassman (1969), B.A., Columbia College; Ph.D., University of Pennsylvania
Assistant Professor of Psychology

Robert Morse Greenfield (1967), B.A., Occidental College; M.A., Ph.D., Columbia University
Assistant Professor of English

Ann Lennarson Greer (Mrs. Scott) (1969), B.A., Lake Forest College; M.A., Ph.D., Northwestern University
Assistant Professor of Sociology and Anthropology

Ronald P. Grossman (1967), B.A., Ph.D., The University of Chicago
Associate Professor of History

Francis B. Gummere, Jr. (1968), A.B., Trinity College (Connecticut); M.Ed., St. Lawrence University
Director of Admissions

‡Rosemary D. Hale (Mrs. George) (1946), A.B., Mount Holyoke College; M.A., American University
Lecturer in Economics

Alvin H. Hanke (1954), B.A., Carroll College; M.A., University of Wisconsin
Director of Intramural Sports for Men, Physical Education for Men and Coach

†Forest W. Hansen (1963), A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University
Associate Professor of Philosophy

Richard Watson Hantke (1942), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History

‡Patricia Heaston (Mrs. Curtis) (1971), B.S., Northwestern University; M.S., Illinois Institute of Technology
Instructor in Psychology

Ann Louise Hentz (1956), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Associate Professor of English

H. Murray Herlihy (1957), B.A., University of Alberta; M.A., Ph.D., The University of Chicago
Professor of Economics on the Ernest A. Johnson Fund

‡ Part-time Teaching, 1971-72.
† Sabbatical Leave of Absence, 1971-72.

Howard H. Hoogesteger (1951), B.S., M.Ed., Springfield College
Dean of Students

‡Robert E. Huhn (1959), B.A., University of Akron; Mus.B., Oberlin College; Sac.Mus.M., Union Theological Seminary
College Organist

George F. Jackson, III (1969), B.A., MacMurray College; Ph.D., Northwestern University
Assistant Professor of Chemistry

Raymond S. James (1971), B.A., University of Illinois (Chicago Circle); M.A., University of Illinois
Instructor in History

Vivian R. Jansen (Mrs.) (1963), B.S., Colorado State University
Instructor in Biology

Harriette Morgan Jauch (Mrs. Richard) (1962), B.S., Northwestern University
Physical Education for Women

Harald Christen Jensen (1942), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Professor of Physics on the Beidler Fund

Tung Hon Jeong (1963), B.A., Yale College; Ph.D., University of Minnesota
Associate Professor of Physics

Frank E. Kirby (1963), B.A., Colorado College; Ph.D., Yale University
Associate Professor of Music

Laura K. Klingbeil (Mrs. Jack E.) (1965), B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

David L. Krantz (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Associate Professor of Psychology

Joann Harrington Lee (Mrs. Douglas) (1950-51, 1960), B.A., University of Missouri; M.A. in L.S., University of Michigan
Assistant Librarian and Secretary of the Faculty

Arthur Lessing (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Associate Professor of Philosophy

‡James R. Lothian (1971), B.A., Catholic University of America, M.A., The University of Chicago
Instructor in Economics

Charles D. Louch (1957), B.A., The College of Wooster; M.S., Ph.D., University of Wisconsin
Professor of Biology

‡ Part-time Teaching, 1971-72.

H. Lowen Marshall (1966), B.Mus.Ed., Shenandoah Conservatory of Music; Mus.M.; College-Conservatory of Music (Cincinnati) Ph.D., Eastman School of Music at the University of Rochester
Assistant Professor of Music and Director of the College Choir

William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Professor of Chemistry

Sarah M. McGowan (1970), A.B., Wilmington College; M.A., University of Denver
Assistant Librarian

†George T. Mills (1964), B.A., Dartmouth College; M.A., Ph.D., Harvard University
Professor of Sociology and Anthropology

W. Gordon Milne (1951), A.B., A.M., Brown University; A.M., Ph.D., Harvard University
Professor of English

†Alexander F. Mitchell (1965), M.A., (First Class Honors), University of Edinburgh; Diploma in Art, Edinburgh College
Professor of Art History

‡Christofer C. Mojekwu (1971), L.L.B., University of London
Lecturer in Politics

‡Carol Gayle Moodie (Mrs. Thomas) (1966), B.A. Swarthmore College; M.A., Columbia University
Lecturer in History

†Thomas Moodie (1965), B.A., Park College; M.A., Ph.D., Columbia University
Associate Professor of History

Michael G. Moore (1967), B.A., Harding College; M.A., Ph.D., University of Michigan
Assistant Professor of Classics

‡Willis C. Mortensen (1960-70, 1971), B.A., M.A., Northwestern University
Lecturer in Education

William Moskoff (1970), B.A., Hunter College; M.A., Ph.D., University of Wisconsin
Assistant Professor of Economics

Norbert W. Necker (1967), B.A., Lake Forest College
Associate Dean of Students

John L. Nelson (1969), B.A., Lake Forest College; M.A., The University of Chicago
Instructor in Politics

Herbert A. Nicholaus (1942), B.A., Lawrence College; Ph.M., Ph.D., University of Wisconsin; C.P.A. in Wisconsin and Illinois
Professor of Economics

‡ Part-time Teaching
† Sabbatical Leave of Absence, 1971-72.

Edward W. Packel (1971), B.A., Amherst College; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Mathematics

Donald F. Pagano (1969), B.A., Lewis and Clark College; M.A., Vanderbilt University; Ph.D., Vanderbilt University
Assistant Professor of Psychology

Ramesh, Nath Patel (1970), B.A., M.A., St. Xavier's College, (University of Bombay); L.L.B., Government Law College (University of Bombay); M.A., Ph.D., University of New Mexico
Assistant Professor of Philosophy and of Religion

Sharon Frances Patton (1971), B.A., Roosevelt University; M.A., University of Illinois
Instructor in Art History

Walter W. Pese (1946), Abiturium Goerlitz; M.A., Ph.D., New School for Social Research
Professor of History

Eula E. Powers (1970), B.S., Stillman College; M.S., University of Illinois
Instructor in Biology

Friedhelm K-I Radandt (1961-64, 1970), Diploma, University of Hamburg (Germany); M.A., Ph.D., The University of Chicago
Associate Professor of German

Edwin Clark Reichert (1946), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education

‡Edward A. Robinson (1970), B.A., Harvard College; M.A.T., The University of Chicago
Instructor in English

**Donald E. Roos (1956), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Sociology and Anthropology

Richard R. Runge (1963), B.S., M.S., Ph.D., University of Illinois
Associate Professor of Biology

Alfred St. Louis (1971), B.A., California State College (Long Beach); M.A., Cornell University
Instructor in Sociology and Anthropology

‡Dianne J. Salam (Mrs. William) (1970), B.S., The University of Chicago; M.A., Ph.D., Texas Christian University
Lecturer in Mathematics

**Francine K. Saltoun (Mrs. Andre) (1961), Baccalaureate, Lycee de St. Germain; Licence d'Anglais, Sorbonne; M.A., University of Wisconsin
Lecturer in French

‡James Edward Savage, Jr. (1971), B.A., Virginia State College; M.A., Northwestern University
Instructor in Psychology

‡ Part-time Teaching
** Leave of Absence, 1971-72

Franz Schulze (1952), Ph.B., The University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago
Professor of Art

David William Seaman (1966), B.A., The College of Wooster; M.A., Ph.D., Stanford University
Assistant Professor of French

Ruth Baker Sharvy (Mrs. Robert L.) (1967), B.A., University of Wisconsin
Assistant Librarian

†Ralph L. Shivley (1965), B.S., M.A., Ph.D., University of Michigan
Professor of Mathematics

‡Clara Louise Slack (1958); B.S., Indiana State Teachers College
Lecturer in Education

Pauline Slaughter (1970), B.A., University of Illinois (Chicago Circle)
Instructor in History

Charles S. Smith (1962), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics and of Music

Madeleine H. Spang (1971), B.A., Lake Forest College
Assistant Director of Admissions

George L. Speros (1963), B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid
Associate Professor of Spanish

‡Ingrid H. Speros (Mrs. George L.) (1964), B.A., Indiana Central College; M.A., The George Washington University
Lecturer in German

Luretta D. Spiess (Mrs. Eliot B.) (1970), B.A., Radcliffe College; M.A., Ph.D., Harvard University
Assistant Professor of Biology

**John G. Sproat (1963), B.A., San Jose State College; M.A., Ph.D., University of Cailfornia (Berkeley)
Professor of History

Robert J. Steamer (1962), B.A., Bucknell University; M.A., University of Virginia; Ph.D., Cornell University
Professor of Politics on the D. K. Pearson Fund

Robert Peter Stepsis (1967), B.A., Notre Dame University; Ph.D., Harvard University
Assistant Professor of English

Calvin G. Stewart (1970), B.A., San Francisco State College; M.A., University of Washington
Instructor in Philosophy

‡ Part-time Teaching
† Sabbatical Leave of Absence, 1971-72.
** Leave of Absence, Spring Term, 1971-72.

Sander E. Sundberg (1968), B.A., Wabash College; M.S., University of Vermont
Instructor in Biology

Karl B. Sutter (1968), B.S., Indiana University
Coach and Physical Education for Men

LuFay Anderson Sweet, II (1963); B.A., Lafayette College; M.S., Bucknell University
Coach and Physical Education for Men

Paul M. Thomas (1971), B.A., Lake Forest College
Assistant Dean of Students

M. Leroy Thompson (1962), B.A., Concordia College; Ph.D., Indiana University
Associate Professor of Chemistry

‡Frank H. Townsend (1961), B.A., Williams College; M.A., Ph.D., The University of Chicago
Lecturer in Education

Richard F. Triptow (1959), B.S., M.A., DePaul University
Coach and Physical Education for Men

Robert James Troyer (1968), B.S., Ball State University; M.A., Ph.D., Indiana University
Professor of Mathematics

Lee H. Van Valkenburg (1969), B.A., Pomona College; M.A., Emory University; Ph.D., Princeton University
Assistant Professor of English

Gerald R. Vizenor (1970), B.A., University of Minnesota
Lecturer in Sociology and Anthropology

Arthur W. M. Voss (1941-42, 1946), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English

Mark D. Warden (1965), B.A., Capital University; M.A., Ph.D., The University of Chicago
Assistant Professor of Politics

‡Martha D. Wasylik (Mrs. Nicholas) (1968), B.S., Ohio State University; M.Ed., National College of Education
Instructor in Art Education

Nicholas J. Wasylik (1958), B.S., Ohio State University; M.A., Columbia University
Director of Athletics and Physical Education

Kenneth L. Weik (1967), B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University
Assistant Professor of Biology

‡ Part-time Teaching

George T. Weiner (1962), B.A., Grinnell College; Ph.D., Massachusetts Institute of Technology
Associate Professor of Economics

Gordon E. White (1965), B.A., M.A., University of Colorado
Associate Director of Admissions and Director of Financial Aid

Jacqueline L. Willrich (Mrs. Karl) (1971), certificate of *Maturite classique,* College de Geneve; M.A., Ph.D., Northwestern University
Assistant Professor of French

Margaret Funderberg Wilton (Mrs. Richard) (1948-55, 1959), B.S., M.A., Northwestern University
Lecturer in Spanish

Isaac Wong (1963), Chung Chi College, Hong Kong; B.A., Baylor University; M.L.S., University of Oklahoma
Assistant Librarian

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley)
Associate Professor of History

Gaida M. Zuze (1962), B.A., M.A., University of Texas; M.A., University of Colorado
Lecturer in Russian

Dates in parenthesis indicate the year of original appointment to the faculty and length of service.

ADMINISTRATIVE OFFICES AND OFFICIALS

Office of the President
Eugene Hotchkiss III, *President of the College*

Office of Academic Affairs
William L. Dunn, *Provost and Dean of the Faculty*

Office of Admissions
Francis B. Gummere, Jr., *Director*
Gordon E. White, *Associate Director*
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Madeleine H. Spang, *Assistant Director*

Library
Martha L. Biggs, *Librarian;* Joann H. Lee (Mrs. Douglas),
Sarah M. McGowan, Ruth Sharvy (Mrs. Robert L.),
Isaac Wong, *Assistant Librarians*

Office of Student Personnel
Howard H. Hoogesteger, *Dean of Students*
Norbert W. Necker, *Associate Dean of Students*
Paul M. Thomas, *Assistant Dean of Students*
Ruth Winter (Mrs. Edwin W.), *Director of Cultural Activities*
Pearl Eiker (Mrs. Curtis C.), R.N., *College Nurse*

Head Residents — 1971-72
Jane R. Hon (Mrs. Jackson), *Moore Hall*
Mr. and Mrs. Curtis Hayward, *Lois Durand Hall*
Daniel Jaffe, Edward Farley, *Gregory Hall*
Mr. and Mrs. David Mason, *Deerpath Hall*
Amy Danzig, Susan Palmbaum, *Nollen Hall*
Margaret W. Rice (Mrs.), *Roberts Hall*
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Richard Eastman, *North Hall*

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Office of Business and Finance
John Munshower, *Business Manager and Secretary-Treasurer of the College Board of Trustees*
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Alphonse Zabor, *Director, Physical Plant*
Gwen Diemer, *Office Supervisor*
Eugene Lewandowski, *Purchasing Agent*
William G. Breining, *Manager, Office of Printing and Duplicating*

Office of Development and Public Affairs
Terry Gibson, *Vice-President for Development and Public Affairs*
Robert D. Amaden, *Director, Office of Alumni Relations*
Winslow H. Adams, Jr., *Director, Annual Giving*
Jacqueline Tulpin, *Director, Research*
Ellen C. Mosey (Mrs. Joseph G.), *Director, Office of Public Information*

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Nicholaus J. Wasylik, *Director*
Michael E. Dau, Coach of Football, Handball and Baseball
Alvin H. Hanke, Coach of Cross Country, Track, and Wrestling
Harriette Morgan Jauch, Women's Sports
Karl B. Sutter, Coach of Swimming
Lu Fay Anderson Sweet II, Coach of Ice Hockey and Tennis
Richard F. Triptow, Coach of Basketball, Soccer, and Golf

THE ALUMNI ASSOCIATION

The Alumni Association is organized under a national Board of Governors, which sponsors such events as class reunions, alumni meetings in cities throughout the country, Homecoming, dinner-dances, golf outings, and summer picnics. The Board of Governors, through its Class Agents, also conducts the annual Alumni Fund, a program designed to provide financial support for the current operating expenses of the College.

In order to provide a continuing relationship with its alumni, the College publishes a monthly bulletin, "Lake Forest College News," "Lake Forest Alumni Quarterly," "Lake Forest College Alumni Directory," and an annual report to all alumni. The Office of Alumni Relations maintains files of current addresses and biographical data on all former students.

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Vice-President, Alumni Relations — David R. Hoods '60
Assistant Director, Public Relations and Advertising, Borg-Warner Corporation

Vice-President, Alumni Activities — Florence Shomo Wolf (Mrs. Kenneth W.) '51

THE NATIONAL PARENTS COMMITTEE

In 1964, Lake Forest established a national committee consisting of parents of its students which provides leadership for College activities and interests in communities throughout the nation, encourages the interest of able potential students, and assists in financial support programs.

DEGREES, HONORS, ENROLLMENT

DEGREES CONFERRED, 1970

Honorary Degrees

Doctor of Laws — Mary Longbrake
Doctor of Humane Letters — Mary Van Etten Ward
Doctor of Letters — Payson Sibley Wild
Doctor of Humane Letters — Frank H. Woods

BACHELOR OF ARTS DEGREE

Susan Mary Adams, *Biology*
Carl Moss Allen, *Mathematics*
Marcia Murray Allen, *Philosophy*
Sara Sierk Amaden, *English*
Maria Elena Anagnos, *Psychology*
Charles Leonard Anderson, *Government*
D. Sue Anderson, *Psychology*
Burgess Nelson Ayres, *History*
Ann Spaulding Bainbridge, *Art History*
Andrew Morris Balterman, *Psychology*
Timothy Williams Barash, *Psychology*
Marsha Evangeline Barnes, *History*
Thomas John Barnes, *Psychology*
Deborah Jill Barone, *Sociology & Anthropology*
Joyce Anne Barrett, *Art History*
Julia Adams Bartholomay, *with Honors in English*
Henry Lee Bassett II, *English*
Jennifer Beard, *English*
Maria Cristina Bei, *Spanish*
Stephen Alan Bender, *Biology*
John William Bennison, †*Interdepartmental*
Margaret Shopen Bennison, *Music*
Peter Bentinck-Smith, *History*
Stephen Russell Berg, *History*
Stephen Alexander Blair, *Psychology*
Ronald Bluestein, *English*
Leon Mitchell Bradley, *American Civilization*
Deborah Ann Brennan, *English*
Winton Irving Brewer, *History*
David Lawson Broadbent, *English*
Virginia Anne Brown, *History*
William Houston Burgess, III, *Art History*
Doris Helen Carpenter, *Government*
Thomas Henry Carr, *Physics*
Samuel Wadley Childs, *History*
Jay Wesley Chrisman, *Economics*
Diane Christensen, *Psychology*
Deborah Lee Clark, *Philosophy*
Robert Douglas Clark, *Music*
Kathleen Maffett Clarke, *Russian & Soviet Studies*
Emanuel A. Coleman, Jr. *Government*
Jonathan Brewster Conant, *Economics*
Keith S. Cook, *Economics*
Kerry O'Brien Cook, *Sociology & Anthropology*
Leslie Joan Coopersmith, *Art History*
John Joseph Cornwell, *Sociology & Anthropology*
Mark Alan Coursen, *with Honors in Mathematics*
Hope Louise Crandall, *German*

Rosalind Theresa Curry, *Psychology*
Elizabeth Nan Daley, *Art History*
Jeffrey Tylden Darbee, *American Civilization*
Patricia Moor Darling, *English*
William Edwin Davis, *Government*
Jane Marie Delaney, *Economics*
William Van Auken Dennler, *Economics*
Michael Meredith deRham, *History*
James Ulrich Dernehl Jr., *Philosophy*
George Olivier deTarnowsky Jr., *Chemistry*
James Fenton Dickerson, *Economics*
Vito Michael Dipinto, *Chemistry*
Juan Manuel Echavarria, *History*
Linda Sue Edidin, *Sociology & Anthropology*
Jay Mark Eisenberg, *History*
Ronald G. Farris, *Sociology & Anthropology*
Neil Mark Fell, *Economics*
Newton Eugene Finn, †*Interdepartmental*
Douglas Carter Fitzpatrick, *Psychology*
Frederick Brier Ford, *History*
Susan Edna Foreman, *Psychology*
Barry Fries, *American Civilization*
William Fries, *History*
John A. Gerster, *History*
Lawrence Joseph Gestaut, *Chemistry*
Maureen Sue Glassman, *Psychology*
Burt Jay Goldstein, *History*
Jeanne Elizabeth Goodwell, *Spanish*
George Marion Goodwin, *Art History*
Christian Gotfredson, *Economics*
Allan Eric Gould, *Government*
Christine Porter Graf, *Art History*
Russell L. Green, *Physics*
Gerald Gregory, *English*
R. Thompson Gripe, *Psychology*
Peter Eaton Guernsey Jr., *American Civilization*
Lawrence Valentine Gurioli, Jr. *Sociology & Anthropology*
Judith Ann Habegger, *Physics*
Bonnie Lou Hansen, *Economics*
Robert Ira Harris, *with Honors in Psychology*
Ruth Hartman, *Art History*
John Clinton Hartong, *English*
Elizabeth Ann Hauswirth, *Psychology*
David Louis Herman, *Economics*
Linda DeGraffenreid Herndon, *English*
Daniel Gregory Hillebrand, *Economics*
Lynn Carol Hock, *Mathematics*
Ann Marie Hoeppner, *Sociology & Anthropology*
Jean Kay Holden, *Sociology & Anthropology*
Lynn Holmes, *English*
Jacqueline Grace Huerner, *Chemistry*
Charlotte Amelia Hurt, *English*
Randall Joel Huster, *Music*
Elizabeth Goold Ill, *Psychology*
Timothy Alexander Ingraham, *Biology*
Barbara Ruth Isaacs, *Sociology & Anthropology*
Kathleen Louise Jacks, *Chemistry*
Alice Dolyn Jackson, *Sociology & Anthropology*
Bruce John Jacobs, *Mathematics*
Randolph Lee Johnson, *Physics*
Sigismund Alexander Kaluzny, *Psychology*
Lise Dondy Kaplan, *with Honors in Sociology & Anthropology*
Matthew Elliott Kaplan, *Psychology*
Alexander William Katlan, *English*
Susan Gene Katz, *with Honors in Economics*
Lucie Sturges Keating, *Art History*
Anne Kemper, *Art History*
Kathleen Felt Kennedy, *Psychology*
Anne Charlotte Kistler, *Spanish*
John Jay Knox, Jr. *Art History*
Richard David Korey, *History*
Steven David Kornbluth, *Government*
Richard Key Kramer, *Government*
Sally Jean Kutchera, *Economics*
Diane Grace Kyle, *Government*
Mary Morris Lane, *History*
Judith Page Aylett Langley, *Psychology*
Susan Browne Lanigan, *American Civilization*
Douglas Hendler Legum, *Sociology & Anthropology*
Bonita Klein Lessing, *Sociology & Anthropology*
Lawrence Leonard Lidfeldt, *History*
Bonnie Lynn Lilienthal, *History*
Robert Lindsley, *Sociology & Anthropology*

Margaret Elizabeth Litzow, *Biology*
Stephen Rolf Logowitz, *American Civilization*
Charles Clarence Loverde, *Sociology & Anthropology*
Laurence Barker Lynch, *Sociology & Anthropology*
Bonnie Anne Macandrew, *English*
Michael James Maiman, *Sociology & Anthropology*
Elizabeth Pfund Makin, *Sociology & Anthropology*
Karen Elaine Mallam, *Sociology & Anthropology*
John Ned Mann, *Sociology & Anthropology*
William B. Martin, Jr. *Government*
Mary Meigs Matheson, *Art History*
James Irving Matray, *History*
Barbara Fiske McBean, *Psychology*
William Seaton McBean, *English*
Jane Ann McCartney, *Government*
William Charles McConnell III, *Economics*
Rebecca McGowan, *Government*
Joseph Howard McKinney, *with Honors in Economics*
Kathleen Lynn Meader, *Music*
Audrey Ruth Melamed, *Psychology*
Junius Spencer Morgan, *Government*
Richmond Morrow, *American Civilization*
Ruth Karen Morse, *with Honors in English*
Jane Elizabeth Moulthrop, *Psychology*
Jeanne Mugford, *Economics*
Nancy P. Muir, *Sociology & Anthropology*
John Stephen Mullen, *Government*
Pamela D. Necker, *Sociology & Anthropology*
Helene Estelle Claire Daemicke Neill, *Mathematics*
Robert Joseph Neumann, Jr., *English*
Danella Violet Nogulich, *Spanish*
James E. O'Dell, *Chemistry and Physics*
Niels Andrew Olsen, *Psychology*
Sally Forester Padden, *Economics*
Christine Palamountain, *Psychology*
Robert Aaron Pauker, *History*
Barbara Welch Peabody, *Economics*
Lenora Frisbie Pearl, *Mathematics*
Randall Heydt Peirce, *Government*
Daryl Funches Penny, *Mathematics*
Patricia Ann Peterson, *Sociology & Anthropology*
Devereaux J. Phelps, *History*
Nicholas J. Pritzker, *English*
S. Robert Pulleyn, Jr., *Sociology & Anthropology*
Gabriel Alberto Quintero, *Chemistry*
Donna Jane Reback, *American Civilization*
Peter Allen Reed, *with Honors in Physics*
Ann Hetherington Renfro, *History*
Charles Joseph Resevick, *History*
Laura Virginia Resseger, *American Civilization*
Gerald Lee Ritter, *Government*
Katherine Inglis Roberts, *Biology*
Arthur L. Rohr, *German*
Paul Geoffrey Rudolf, *Physics*
Andrew Joseph Russo, Jr., *History*
John Rutledge, *with Honors in Economics*
Ellen Constantineau Sabbagh, *Government*
Harriet Sue Samuels, *History*
Lee Martin Saville, *Economics*
Allen Eugene Schaefer, *English*
Audrey Schneider, *American Civilization*
Juliet G. Schoeberlein, *American Civilization*
Carole Scotto, *Art History*
Rorick Anthony Sellers, *Physics*
Patricia Louise Shaw, *Psychology*
Timothy John Sheard, *Philosophy*
Robert Dwight Shearer, Jr., *History*
Carla Shively, *Government*
Lynne Michelle Simon, *Art History*
Avis Lea Smaltz, *Art History*
Nancy Hurd Sohl, *French*
Doris Isolde Sperber, *International Relations*
James Eric Steen, *History*
Leslie Beth Stein, *Sociology & Anthropology*
Richard S. Steinberg, *History*
Sharon Walton Steinhauer, *International Relations*
Sandra Howard Stinnett, *Mathematics*
Krista Jay Swanson, *Chemistry*
John Paul Sweet, *Chemistry*

Nancy M. Tauber, *History*
Carol Margaret Thatcher, *Psychology*
Paul Martin Thomas, *with Honors in †Interdepartmental*
Robert Bruce Tinker, *Economics*
James Richard Tonis, *Sociology & Anthropology*
John Orin Tovrov, *Biology*
Jeffrey Truesdall, *Chemistry*
Karen Tyrone, *English*
Jay William Ukena, *Government*
Melissa Gayle Upp, *English*
Jessie Steiner Van Ness, *Government*
Robert L. Van Ost, *Government*
Thomas Zealie Van Raalte, Jr., *Economics*
Irene Elizabeth Vartanoff, *English*
Martha Recht Virden, *History*
Bruce Charles Voss, *Economics*
Joseph P. J. Vrabel, *English*
Ryckman Ray Walbridge, *Biology*
Susan Christine Smith Watkins, *History*
Betsy Weaver, *Sociology & Anthropology*
James Alan Weigel, *Chemistry*
Dale S. Weingart, *Art History*
Lucinda Gale Wells, *Sociology & Anthropology*
Claudia Kathryn Weirich, *Psychology*
Carolyn Elizabeth Weiszmann, *Philosophy*
Charles Herbert Wellington, *Physics*
Jack Alan Wennerstrom, *English*
Sheree Louise West, *Biology*
David Hamlin Williams, *Government*
Stephen Frederick Williams, *History*
Carol Claiborne Witten, *Art History*
Thomas Livermore Woodard, *Government*
Gayle Beatrice Woodfork, *Government*
Thomas C. Woodhead, *English*
Jean Woodmansee, *International Relations*
Paula Ward Woodworth, *Psychology*
Peter Eliot Yaffe, *Psychology*
Linda Jean Zelaites, *English*

† INTERDEPARTMENTAL MAJORS

John William Bennison, *Philosophy and the Development of Christian Theology*
Newton Eugene Finn, *Philosophy of Sociology and Religion*
Paul Martin Thomas, *Philosophic and Religious Awareness*

PHI BETA KAPPA, Theta Chapter of Illinois

Julia Adams Bartholomay
Ronald Bluestein*
Robert Douglas Clark
Mark Alan Coursen*
Jay Mark Eisenberg
Judith Ann Habegger
Robert Ira Harris*
Jacqueline Grace Huerner
Lise Donde Kaplan
Suzanne Klaren
Richard David Korey
Bonita Klein Lessing
Margaret Elizabeth Litzow
James Irving Matray
Joseph Howard McKinney
Audrey Ruth Melamed
James E. O'Dell
Patricia Ann Peterson
John Rutledge
Timothy John Sheard
Nancy Hurd Sohl
Richard S. Steinberg
Sharon Walton Steinhauer
John Paul Sweet
Linda Jean Zelaites

* Elected in their Junior year

HONORS and AWARDS, 1970

The Alumni Distinguished Service Citations

Max F. Beach '41
Arnold W. Carlson '28
Paul Brooks Kelly '25

The Edwin L. Gilroy Alumni Award

Edwin L. Gilroy '18

GRADUATION WITH SPECIAL HONORS IN SENIOR THESIS

Julia Adams Bartholomay "The Shield of Perseus"

Doris Carpenter "International Law and the Vietnam War"

Keith S. Cook "The Colonial Experience of Black People in America"

Jay Mark Eisenberg "The Idea of Contract in Political Philosophy: From the Sophists to Rousseau"

Susan Foreman "The Effect of Varying Display Load on Processing Units in a Memory Search Task"

John Gerster "The Trial of Civilians by Military Commissions During the Civil War"

Lawrence Gestaut "A Synthesis of Trisilane"

Lynn Holmes "Conradian Flowers of Evil"

Jacqueline Huerner "The Disproportionation of Monochlorosilane and Hydrogen — Deuterium Exchange Between Silane and Water"

Stephen Logowitz "The Toy That Never Grew Up: The Uncertain Career of Television Journalism"

James Irving Matray "The Genesis of Soviet-American Animosity"

Audrey Ruth Melamed "An Analysis of Female Self Concept and Motivation"

Ruth Karen Morse "Camelot and Corbyn: Malory's *Morte Darthur*"

Gabriel Quintero "Characterization and Use of 2-Bromo-1,1,3,3-Tetramethoxy-propane in the Synthesis of 4-Fluoroisoxazole"

John Rutledge "An Empirical Study of the Relationship Between Measures of the Effectiveness of Monetary Policy and Interest Rates"

John Paul Sweet "Substrates and Inhibitors A Comparative Study on the Monoamine Oxidase System"

Jeffrey Truesdall "An Investigation of the Synthetic Routes for the Preparation of 3, 3 — Diaminopropiophenone"

Carolyn Weiszmann "The Relationship Between Death and Intimacy: An Inquiry"

Linda Zelaites "James Joyce's *Dubliners:* A Study of the Narrator's Role"

INDEX

Absences 38
Academic information 30
  Regulations 36
  Standing 37
Accreditation 14
Administrative offices 118
Admissions, from high school 21
  early decision 22
  by transfer 22
  of junior college graduate 22
  requirements 21
Advanced placement 33
Advisers, freshman 30
  major 31
Aid funds 24
Alumni Association 119
American Civilization, courses in 43
Anthropology, courses in 96
Application fee 28
  form 21
Art, studio 60
Art history, courses in 60
Athletics 103
Attendance, rules of class 38
Auditing courses 38
Automobiles 105
Bachelor of Arts 30
Bills, payment of 27
Biology, courses in 44
Board of trustees 106
Bookstore 16
Buildings 15
Calendar, college 5
Campus 15
Chemistry, courses in 46
Choir 63
Church groups 103
Class load 35
Classical languages, courses in 67
Clubs 102
College board examination 22
Commencement, date of 5
  honors at 38
Comprehensive examination
  in major 35
Concerts 6
Costs 26
Counseling program 100
Course numbering system 42
Courses of instruction 42
Courses, required 32
Cultural events calendar 6
Cultural office 101
Deans of the College 118
Dean's list 39
Deferment of payments 27
Degrees conferred in 1970 120
Denominational groups 104
Deposits 27
Dismissal 37
Dormitories
  (list of by names) 18
  life in 104
Dramatic art, courses in 62
Dropping courses 36
Early decision plan 22
Economics, courses in 49
Education, courses in 52
Emeriti, professors 108
Employment, student 25
English, courses in 55
Enrollment, analysis of 128
Entrance requirements 21
Examinations, comprehensive 35
Expenses, college 26
Extracurricular activities 102
Faculty, list of 108
  advisers 30
Field House, Alumni Memorial 18
Financial aid 23
Fine arts, courses in 59
Foreign languages, courses in 65
  requirements 33
Foreign study 34
French, courses in 66
Freshmen, orientation, etc. 31
Geography, courses in 73
Geographical distribution
  of students 128
German, courses in 68
Grades 36
Grade reports 36
Grading system 36
Graduates, list of 120
Graduation requirements 32
Greek, courses in 70
Guidance 100
Gymnasium 18
Health and accident insurance 105
Health services 105
History, courses in 74
  of the college 12
Honorary degrees 120
Honor societies 39
Honors in scholarship 38
  graduation with 124
Honors work 38
Hospital care 105
Housing, off campus 104
Incomplete grades 36
Independent study 34
Infirmary 105
Installment payments 27
Instrumental lessons (piano,
  organ) 63
  expenses 28
Insurance, health and accident 105
Intercollegiate sports 103
International Relations, courses in 77
Interviews, personal 22
Intramural sports 103
Laboratories, science 16
  language 65
Languages, ancient 67
  modern 66
Latin, courses in 70
Library, Donnelley 15
  Freeman 15
Literature, courses in 55
Loan funds 24
Majors, list of 33
  requirements for 33
Mathematics, courses in 78
Meals 16
Modern languages 65
Motorcycles 105
Music, courses in 63
  choral music 63
Musical organizations 63
Newspaper, student 102
Nurse, college 105
Officers of the College 118
  administration 118
  trustees 106
Organ lessons 63
  expenses 28
Orientation of new students 31
Parents, national committee 119
Payments 27
Personal counseling 100
Personnel services 100
Phi Beta Kappa 39
Philology, courses in 71
Philosophy, courses in 80
Physical Education, courses in 103
  requirements 32
Physician, college 105
Physics, courses in 84
Piano instruction 63
  expenses 28
Placement office 25
Politics, courses in 86
Practice teaching 52
Presbyterian church 12
President's home 18
Presidents, previous 19
Prizes 38
Psychology, courses in 89
Psychological services 100
Publications, student 102
Purpose of the College 9
Radio Station WLFC 102
Refunds 28
Regulations 36
Registration, dates 5
  late 28
  changes in 28
  faculty advisers 30
  withdrawals 28
Religion, courses in 92
Religious Activities Federation 103
Removal of conditional grade 36
Requirements, for entrance 21
  for graduation 32
Residence halls 18
Residence, requirement 104
Romance languages 65
Russian, courses in 71
Russian and Soviet Studies,
  courses in 95
Scholarships 24
Scholastic aptitude test 22
Science laboratories 16
Science shop 16
Senior year, requirements 35
Sociology, courses in 96
Spanish, courses in 72
Sports, intercollegiate 103
  intramural 103
Statistical summary of enrollment .. 128
Student activities 102
Student aid 23
Student classification 36
Student organizations 103
Student life 103
Student teaching 52
Student conduct 104
Students, analysis of enrollment 14
Teaching, preparation for 52
  certification of candidates 52
Theater, Garrick Players 103
Thesis, senior 35
Transfers, advanced standing of 23
Transfer credits 23
Trustees, board of 106
Tuition 26
Tutorial Project 101
Visits to campus 22
Vocational guidance 100
Voice, instruction in 63
  expenses 28
Warnings, mid-term for freshmen .. 37
Western Civilization, courses in 99
Withdrawal from course 37
Withdrawal from college 38
Work program 31

SUMMARY OF ENROLLMENT

Summary of Enrollment for the year 1970-71

	FALL TERM			WINTER TERM			SPRING TERM		
	Men	*Women*	*Total*	*Men*	*Women*	*Total*	*Men*	*Women*	*Total*
Senior	123	107	230	141	111	252	151	117	268
Junior	188	171	359	172	158	330	160	160	320
Sophomore ...	190	158	348	177	147	324	167	139	306
Freshman	183	193	376	166	172	338	153	165	318
Unclassified ..	4	41	45	3	30	33	7	27	34
Auditor	1	—	1	2	3	5	—	2	2
Program II ...	4	2	6	4	2	6	4	2	6
	693	672	1365	665	623	1288	642	612	1254

Geographic Distribution of Students 1970-71
(Excluding Summer Session)

Alabama.	5	Missouri	14	Argentina	1
Arizona	4	Nebraska	7	Belgium	3
Arkansas	5	Nevada	1	Brazil	2
California	22	New Hampshire	10	Canada	7
Colorado	41	New Jersey ...	71	England	6
Connecticut	86	New Mexico ...	1	France	2
Delaware	5	New York 192		Germany	2
Dist. Columbia .	16	North Carolina .	3	Greece	1
Florida	11	Ohio	50	Guatemala	2
Georgia	5	Oklahoma	3	Hong Kong	3
Hawaii	1	Oregon	2	Iran	1
Illinois 388		Pennsylvania ..	63	Italy	1
Indiana	11	Rhode Island ..	4	Jamaica	1
Iowa	3	South Carolina .	4	Japan	3
Kansas	3	Tennessee	8	Kenya	1
Kentucky	6	Texas	7	Lebanon	1
Louisiana	14	Utah	2	Morocco	1
Maine	1	Vermont	3	Sierra Leone ...	1
Maryland	42	Virginia	13	Sweden	1
Massachusetts ..133		Washington	3	Venezuela	1
Michigan	20	West Virginia .	5		41
Minnesota	12	Wisconsin	18		
Mississippi	5	Wyoming	1	TOTAL 1365	
			1324		

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